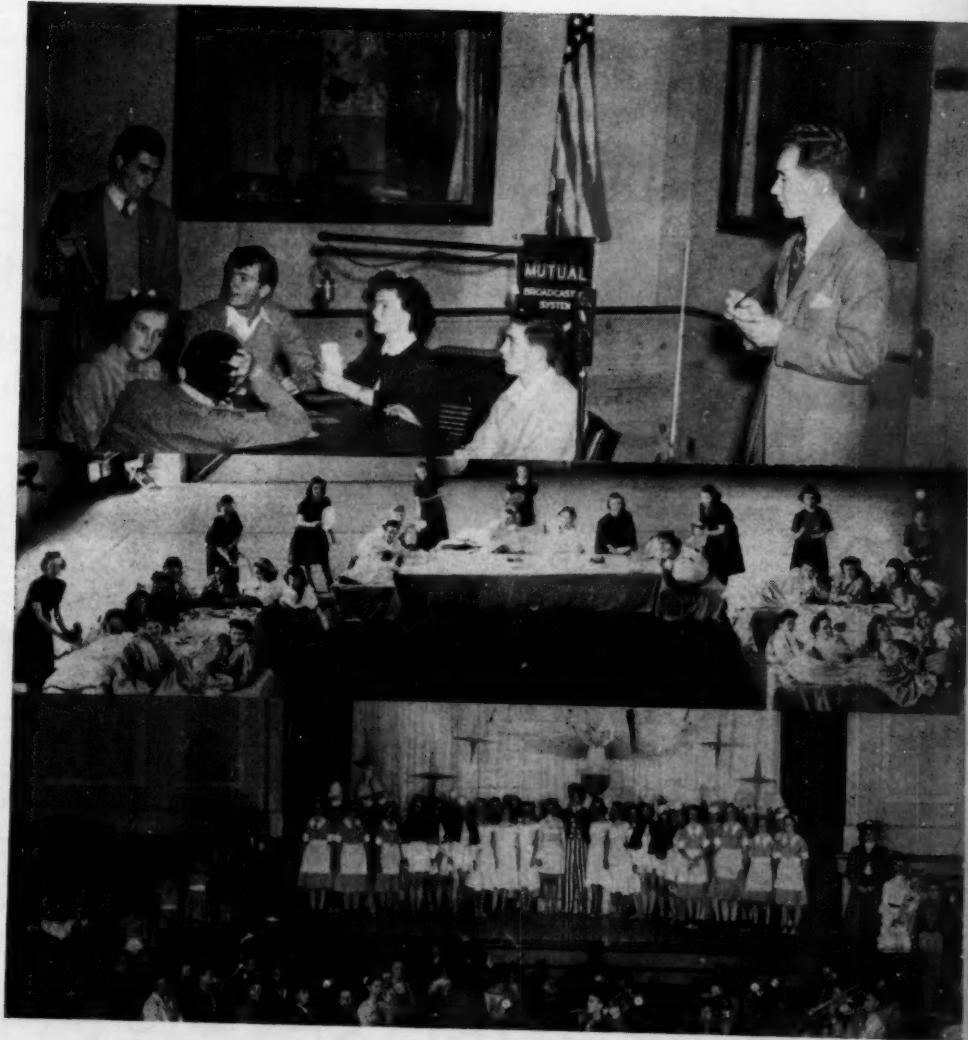


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CONTENTS

| | |
|---|----|
| As the Editor Sees It..... | 2 |
| A Study in Participation in | |
| Extra-Curricular Activities..... | 3 |
| <i>Ruth M. Short and Richard M. Drake</i> | |
| You Want to Establish a Student Council?..... | 5 |
| <i>Frank Meyer</i> | |
| Who Should Finance | |
| Extra-Curricular Activities?..... | 7 |
| <i>William McKinley Stensaas</i> | |
| Organizing the Student Council..... | 9 |
| <i>Verl A. Teeter and W. W. Norris</i> | |
| Why Doesn't Your School Have Debating?..... | 11 |
| <i>Ralph Adams Brown</i> | |
| A Commercial Club's Activity..... | 13 |
| <i>Ada M. Fungate</i> | |
| School Newspaper—Leader Among Activities..... | 18 |
| <i>Neil C. Aslin</i> | |
| Problems of America on the Air..... | 21 |
| <i>Clifford W. Muchow</i> | |
| Girls' Drill Teams..... | 23 |
| <i>Kay W. Teer</i> | |
| Back to the Farm..... | 24 |
| <i>Merline H. Shumway</i> | |
| S. O. S. Band Director..... | 35 |
| <i>Irving S. Jackson</i> | |
| News Notes and Comments..... | 37 |
| Questions from the Floor..... | 39 |
| Parliamentary Practice (Chart)..... | 41 |
| How We Do It..... | 42 |
| Something to Do | 45 |

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As the Editor Sees It

Hello. Glad to see you again. Hope you have a good year. Hope we can help you. Hope you can help us and, consequently others.

"We want a football team that will win games and advertise our university." So stated a member of the Board of Trustees Athletic Committee recently during the fight on a long-employed football coach. No mincing of words here; no high-sounding talk about "character building," etc. Nope, this booster expressed frankly and honestly the reason-to-be of nearly all modern intercollegiate football—a reason-to-be universally soft-pedalled by college authorities.

And while we are on the subject—you can expect more of a demand than usual this fall, for "successful" football teams. Reason? Dear Old Alma the country over is having a tough time financing herself and must get "good will," much of which comes through newspaper stories unpaid-for advertising) of football wins. The next two or four years are going to be strenuous—and then some—for college football coaches.

No, N. Robert Ringdahl is not dead. True, his mortal remains have been laid to a well-earned rest, but the real N. Robert Ringdahl—the wholesome influence of a happy and helpful life with and for young people—will endure for generations.

In April, 1927, while a student council adviser at the Roosevelt High School, Minneapolis, Mr. Ringdahl conceived the idea of a new organization, and, as a direct result, the first meeting of the Conference on Student Participation—planned for 75 persons and attended by 250—was held in connection with the June, 1937, Seattle meeting of the National Education Association. Since then, allied with this Association, the

Conferencee has had an important place in all NEA meetings. Mr. Ringdahl was always its most enthusiastic promoter. Since 1937 the Conference has sponsored the National Association of Student Officers, which has been largely responsible for the hundreds of meetings attended by thousands of students and teachers, held in all parts of the country.

At the time of his passing Mr. Ringdahl was Principal of Corcoran School, Minneapolis, and for a number of years has been a member of the Advisory Board of *School Activities*. He wrote frequently for professional magazines, usually on his favorite topic, student participation.

Yes, of course, we'll miss him, but N. Robert Ringdahl still lives.

"National Defense" will be reflected a great deal in our public schools the coming year. Doubtless nearly all the teachers will be thinking of ways in which to make their subject contribute. One of our suggestions is to teach students to read newspapers and listen to broadcasts (and speakers) discriminately to the end that they may at least begin to distinguish truth from falsehood, fact from fancy, information from misinformation, and proper emphasis from distortion.

The individual who believes (or disbelieves) all he reads and hears is a moronic stupid, and until he does otherwise he can never be an intelligent citizen. Likely he won't do otherwise until he is taught—and the school is the best setting in the community for this teaching.

We are not short on material—not by any manner of means, but we are always looking for more. If you have successes and failures in your extra-curricular program, why not write them up for our readers? We stress practice, not theory. We have places for short articles and items as well as long. And we can always use photographs. So—

A Study of Participation in Extra-Curricular Activities

WITH THE increase in emphasis on extra-curricular activities during recent years, many educators have raised the question as to the effect of participation in activities upon the scholarship of pupils. In a survey conducted in 1940, an attempt was made to answer this question for a moderate-sized high school in western New York state. (Lest there be any confusion as to the meaning of the phase "extra-curricular activities," it is being thought of here as activities offered in the high school for which no credit toward graduation is given.)

The records used in the survey were for a senior class of 138 pupils who graduated from this high school a few years previously. From the list of activities of these pupils, it is apparent that the amount of participation in extra-curricular activities was quite extensive. Important in the survey is the fact that no scholarship requirement was necessary for participation in the activity program.

In order to evaluate the degree of participation of the pupils, each activity was assigned a certain number of points. Then a list of the pupils' activities was obtained, and the total number of activities points due them was figured for each year and for the complete four years. If pupils earned twenty-eight or more points, they were termed "active;" if they had less than twenty-eight they were "non-active." For each pupil, also, a period of most participation and one of least participation was figured, so that it might be discovered how participation in activities affected marks.

A list of the term averages was obtained from office files, for each year during the pupils' courses. Averages for each year and the total average were both figured. Other data obtained were the sex and intelligence quotients of the students.

In compiling, figuring correlations, and making comparisons, four aims were in mind:

1. To compare marks of students, active versus non-active.
2. To compare marks of a group when it was participating and when it was not participating.
3. To correlate marks of students, active and non-active, and I.Q.'s to see which group more nearly maintained a standing in scholarship that accords with native ability.
4. To discover definite information concerning leaders.

Table I shows which group made the high-

RUTH M. SHORT AND
RICHARD M. DRAKE
*University of Buffalo,
Buffalo, New York*

est marks. The result may be due, in part, to the fact that the active groups have higher I.Q.'s, but that is not certain.

TABLE I
Term Averages of the Pupils During their High School Course

| | Mean | Stand. Dev. | No. of Cases |
|------------------|---------------|-------------|--------------|
| Non-Active Boys | 80.5 p. or m. | 1.2 | 5.70 22 |
| Active Boys | 82.7 p. or m. | 1.1 | 6.44 35 |
| Non-Active Girls | 81.8 p. or m. | .9 | 6.38 41 |
| Active Girls | 85.9 p. or m. | 1.3 | 8.00 40 |
| Non-Active Group | 81.2 p. or m. | .5 | 3.80 63 |
| Active Group | 84.3 p. or m. | .6 | 4.98 75 |

TABLE II
Term Average of a Selected Group of Identical I.Q. Subjects During Their High School Course

| | Mean | Stand. Dev. | No. of Cases |
|------------|---------------|-------------|--------------|
| Active | 81.7 p. or m. | .7 | 4.1 40 |
| Non-Active | 81.9 p. or m. | .7 | 4.1 40 |

Table II shows the little difference in school achievement between pupils with almost identical I.Q.'s, when they are active or non-active.

TABLE III
Correlations Between the I.Q.'s and the Means of the Term Averages for the Pupils During Their High School Course

| Active Non-Corr. | Cases No. of | Active | Corr. | Cases No. of |
|------------------|--------------|--------|-------|--------------|
| Boys | .14 | 22 | Boys | .68 35 |
| Girls | .16 | 41 | Girls | .56 40 |
| Group | .16 | 63 | Group | .61 75 |

Table III shows the correlation between the I.Q.'s and the means of the term averages for all pupils. High correlations for active pupils and low correlations for non-actives indicate that there is a higher degree of relationship between intelligence and achievement in school subjects for the active group than for the non-active group. The former group appears to be achieving more in line with their capacity to achieve.

TABLE IV
Correlations of Marks Made Between the Periods When Each of the Six Groups Was Most and Least Active in Activities

| | Non-Active | Active |
|-------|------------|--------|
| | Corr. | Corr. |
| Boys | .60 | .75 |
| Girls | .73 | .76 |
| Group | .68 | .78 |

Table IV shows the correlations of marks

made between the periods when each of the six groups used in the survey was most and least active in activities; in other words, when they were participating and when they were not participating in activities. Each group (the non-active boys, active boys, non-active girls, active girls, non-active group and active group) was measured during these two periods of most and least activity. Correlations showing the relationship between the average marks in these two periods were then figured. The table shows that rather high correlations were found for all the comparisons between the two periods for all groups. The correlations for the active groups, however, are higher in all cases than for the non-active groups.

TABLE V
Shows the Means of Marks When Each Group Is Most and Least Active in Activities

| | Mean of Marks When Participating | Mean of Marks When Not Participating | Diff. |
|------------------|----------------------------------|--------------------------------------|--------|
| Active | 82.0 | 82.3 | m. 0.3 |
| Non-Active Girls | 82.3 | 81.2 | p. 1.1 |
| Active Girls | 86.0 | 86.0 | 0.0 |
| Non-Active Group | 81.6 | 80.8 | p. 0.8 |
| Active Group | 84.1 | 84.3 | m. 0.2 |

From an examination of Table V, it is significant that pupils seem to make the same kind of marks when they are most active in extra-curricular activities as when they are least active. The differences between the marks obtained during these two periods are not statistically significant. These results should encourage students to participate in activities because the chances are great that their scholarship will not be affected. In all cases, whether they were boys, girls, or the group together, the active pupils made higher mean scores than their non-active fellow students. This also should be encouraging to pupils who wish to participate. The active pupils may have learned to budget their time in order to participate in activities, or they may have the advantage of possessing higher I.Q.'s, but whatever the reason may be, they have succeeded in achieving well-rounded extra-curricular programs in addition to their good scholarship records.

The special group of pupils studied is the group specified as "leaders." These pupils were the most active in the high school and earned more extra-curricular activities points than any of the others. The leaders are a group of forty-one students, nineteen boys and twenty-two girls, who have earned forty or more points in extra-curricular activities. In order to accumulate this large number of points, they not only were members in many organizations but they also held offices and important staff positions. The girl leaders obtained an average mark of 86.9 with a standard deviation of 7.8 for this mean; the

boys obtained a lower mean of 83.3 with a standard deviation of 7.2.

TABLE VI
Comparison of Scholarship of Leaders for the Periods of Most and Least Activity

| | Mean | Stand. Dev. | No. of Cases |
|--------------------------|-------------------|-------------|--------------|
| Period of Most Activity | 85.1 p. or m. 1.6 | 10.1 | 41 |
| Period of Least Activity | 85.6 p. or m. 1.5 | 9.4 | 41 |

The procedure of measuring the scholastic achievement of the leaders during the period when they were most and least active was followed, and the results are shown in Table VI. The difference between the means is not statistically significant. Furthermore, the correlation between the marks received when the leaders were most and least active, is .83, a correlation which indicates little difference in performance. Hence it would seem that the scholastic work of leaders does not suffer because of their active participation in extra-curricular activities.

In a survey of this kind, there are certain limitations over which there can be no control. The following are typical of this survey:

1. Because the survey was made in only one school, the results will be reliable only for this school.

2. The relatively small number of cases, 138 in all, (75 active pupils and 63 non-active) limits reliability of the experiment also.

Subject to the above limitations, these conclusions are set forth. They have been statistically obtained and are free from subjective influences. They are as follows:

1. Active pupils receive higher marks than non-active pupils.

2. When active and non-active groups are almost identical in I.Q.'s, little difference in marks is noticed.

3. During the period of participation, the active group makes marks which bear the closest relationship to their I.Q.'s, and this is true for all groups.

4. The highest correlation of marks between periods when they were participating and not participating was obtained by the active group.

5. The means of the term averages for all groups when they were participating and not participating differ slightly. These differences are not statistically significant.

6. Leaders receive better scholastic grades than either the active group or the non-active group, and they also make averages that bear a closer relationship to their native abilities.

7. The marks obtained by leaders during their periods of most activity are almost identical with those obtained during their periods of least activity. Therefore one might conclude that engaging in activities does not interfere with scholastic standings of the pupils.

You Want to Establish a Student Council?

HOW SHOULD we begin?" is the question most frequently asked by teachers who desire to have a system of student participation in the government of their school. They have been convinced of the desirability of a student council but hesitate to propose the establishment of one. They know the dangers of too hasty action; they have read that the thing must evolve gradually and that it must not be imposed from above. "How to begin?" becomes a serious question to which a practical answer should be given.

The story of how one junior high school solved this problem may be helpful. For some years there had been homeroom organization. Each room had its officers and committees, chosen by the students and having specific responsibilities. Students were accustomed to elections and to the delegation of authority on a small scale. There was also an assembly committee, with one member from each home-room, which met with the principal to plan periodic assemblies. In a way this was a council loosely organized for one purpose. But the important point is that these students were developing that sense of responsibility and exercising those techniques which were to be essential in the council organization. Too, this illustrates the fact that the principal was thoroughly in accord with the idea of student participation in school control. Through his guidance the first steps toward a council had been taken. This is essential; the principal must be in sympathy with the whole idea and must be willing to work out the plan in his school.

About five years ago and after the home room organization and assembly committee had been in operation for several years, the next step was taken. At a teachers' meeting the principal suggested the possibilities of a student council. Following considerable discussion of this proposal, during which the usual arguments were raised by both sides, it was agreed that the two social study teachers should be appointed a committee to study the problem. A great amount of reading was done from the voluminous amount of material available. Sample constitutions were collected, as were accounts giving a fuller explanation of functioning organizations. Findings were reported at teachers' meetings in an attempt to show all the teachers the values of a student council. In this case, as in most cases, it was impossible to convince every teacher. It is not necessary to do so before the system is put into operation. Once the thing has suc-

FRANK MEYER

*Student Council Adviser, Junior High
School, Grand Haven, Michigan*

ceeded, however, most teachers accept it without question.

Most of the junior high students had never heard of a student council. The demand for one could not come directly from them. This desire had to be stimulated. In February an occasion presented itself for all the seventh grade social studies classes to become acquainted with student councils. In the current events magazine being used at that time was an article about the activities of a student council in a certain school. The teacher, anxious to bring this subject to the attention of the seventh graders, assigned this article to be read and raised the question of the desirability of such an organization in the local school. Little enthusiasm for the article was exhibited. It was something too foreign; it had no meaning. One of the leaders of the class who arrived while the discussion was going on rose to ask, "Pray, what is a student council?" She was bewildered. The teacher was careful to explain the idea as best he could to seventh graders. There the matter rested. That was February, and nothing was heard of a council that school year.

In October, two months after school reopened in the fall, three or four eighth graders came to their seventh grade social studies teacher with the suggestion that a student council be established. The class discussion of February was bearing fruit. The teacher was extremely happy but, realizing the transient enthusiasm of youth, knew that any action now must be slow and serious. He raised the question of who wanted a council and was told that everyone did. He questioned this and asked how this self-appointed committee could be sure. The answers were typical of junior high students. The teacher then suggested that possibly the best way to prove that the students wanted a council was to circulate a petition asking that one be established. This met with a ready response and they were off to do the task.

One week later the principal was presented with a petition signed by more than 90 per cent of the student-body requesting the establishment of a student council. The demand came from the students. They were serious and sincere. The committee circulating the petitions had addressed the home rooms, explaining the council idea, illustrating what it could do for the school, and asking for sig-

natures. In this they had the help of the teacher.

More official action was now necessary. The principal met with the committee to formulate further plans. They agreed to ask each home room to select two representatives (its president and assembly committee representative were recommended) to act on a committee to organize the council. This was done, and these twelve students, meeting with the principal and the two social studies teachers, organized themselves into a constitution committee. It was recognized, of course, that a written constitution was not essential. However, it was necessary to establish some sys-

(Continued on page 17)

Bill of Rights Made Meaningful

SHEPHERD WESCOTT
*Pierson High School,
Long Island, New York*

BECAUSE we believe that individuals learn through experience the faculty at Pierson High School, Sag Harbor, prepared to observe Bill of Rights Week in a practical manner. We abolished for one day all privileges accorded under the Bill of Rights; we lived for one day in a country where individual liberty was neither protected nor recognized.

From Monday through Thursday, the first ten amendments to the Constitution were emphasized in all classes whenever possible through constant allusion, discussion, and analysis. On Thursday afternoon, each student had an academic acquaintance with the protector of American liberties, the Bill of Rights.

On Friday morning, each student started to get a practical demonstration of a country which had no such safeguards. Pierson was declared existing in the state of *Me-tamia. Me-tamian* law was vested in the dictator, Principal E. Raymond Schneible, his teaching staff, and such officials as he might appoint from the student body. Storm troopers in red and black uniforms tramped through the halls; secret police sat in each class and reported subversive activities at the end of the period in the place designated; student judges passed serious sentences upon petty offenders.

The plan of procedure was as follows:

1. Specially appointed secret police and faculty members were to apprehend any student seen exercising any of the privileges guaranteed him under the Bill of Rights.

2. A court with a student judge was to be

in session continually to pronounce sentence upon offenders.

3. Such prominently displayed dogmas were to govern the questions and answers of the students as:

- (a) All persons under the age of 21 are of unsound mind.
- (b) Every child will be forced to use his ingenuity.
- (c) There are no such colors as yellow and blue, since when these so-called colors are mixed, white results.
- (d) A well-disciplined person is always successful; so, no punishment is too severe.

4. No lipstick, nail polish, or curled hair may be worn in school. All boys must wear neckties.

5. No group assemblies will be tolerated.

6. Penalties for offenses committed will be assigned in the form of badges.

Classes were conducted as usual under this new order. There was no unnecessary excitement or noise. The secret police notified storm troops of offenders. These troopers quietly entered classrooms and study halls, and escorted the suspected individuals into the presence of the acting judge. Sentence was immediately pronounced. Defendants were not allowed to speak in their own defense nor to secure legal aid of any kind. They were guilty until proved innocent. This idea, contrary to all American standards of life, made a lasting impression upon the individuals in the school.

There were two activities that especially emphasized the liberties accorded to an American citizen. The school paper was put on sale that noon. After all sales were completed, specially appointed deputies confiscated all copies of the paper and it was an offense to be caught with a paper in one's possession. Freedom of the press was thus brought home through individual experience.

The other activity related to a restriction of religious freedom. The pupils of the school are excused each Friday afternoon for religious instruction. No one was allowed to attend these instructions that afternoon. At the close of the session all pupils were assembled in the auditorium and there heard addresses delivered by a representative of each church on a particular phase of the Bill of Rights.

Without doubt, the majority of the pupils of the school left for home at the close of the school day with an increased sense of responsibility and with an increased appreciation of the advantages granted and protected by our Bill of Rights. At Pierson the Bill of Rights signifies an integral part of the democratic way of life, not ten amendments to the Constitution to be learned in a history class and forgotten immediately.

Who Should Finance Extra-Curricular Activities?

WHO SHOULD finance extra-curricular activities in the secondary schools? Administrators, instructors, members of boards of education, students, parents, and public stress the importance of these activities; yet no provisions are made by the state, by the county, or by the local boards of education (with few exceptions) to finance them.

According to modern conceptions, extra-curricular activities have become essential to the proper development and training of our students. In many cases this principle is so strongly accepted that the extra-curricular activities have in a large part taken the place of the regular academic classroom work. The situation has reversed itself—in spirit the academic classroom work has become the "extra" and the activities are "required". In some schools physical education classes have been discarded or subordinated to extra-curricular activities. This is equally true in classes in journalism, drama, music, and debate. Credit toward a junior college certificate is given for many extra-curricular activities. In other words, activities have invaded the curriculum and have become regulars.

At the present time, although these extra-curricular activities are a part of the secondary educational curriculum, students are often compelled to finance them through an organization of their own, known in our school as the "Associated Students." Our organization is controlled by a group of officers elected by the members. The officers prepare the budget and appropriate proportionately to the several activities the anticipated income to be raised through membership and admission fees. The amount of appropriation is, as a rule, based upon the estimated income of the activity and not upon the value of the activity as a means of training for citizenship. As a result those activities which are apparently most valuable throughout life are appropriated the least funds.

During the past five years at the Modesto Junior College, football has received approximately 37.5 per cent of the \$10,000, or more, fall semester budget. In addition, football has shown a loss during these five years, more than \$800 during one year. Ironically, our most serious disciplinary problems have been those involving football players. Because of the pressure brought upon the coaches by the administrators, the alumni, and the people of the community to produce

WILLIAM MCKINLEY STENSAAS

Dean of Activities, Modesto

Junior College, Modesto, California

a championship team, football does not train athletes to be good citizens. Furthermore, the players can not actively participate in the sport, except for a few months of a whole lifetime. Baseball, too, is usually appropriated a large sum of money. Such activities as music, debate, photography, art, and others receive comparatively small appropriations to carry on equally worthwhile activities. Why should not the appropriation be made on the basis of the number of students in the activity and on the value of the activity as a means of training for citizenship and future life, and not on the basis of income?

Membership in the Associated Students is required for eligibility in the extra-curricular activities. According to a statement by Attorney General Earl Warren of California in a booklet entitled *California Schools*, May 1940, this practice is illegal. He says, "It is our opinion that a student refusing to pay fees to a student organization could not be prohibited by school authorities from participation in activities which were held under sponsorship of the particular school." Apparently the student *shall* have the activities and *they must* finance them. The state law of California forbids compulsory fees to finance extra-curricular activities. Only a few are willing to pay fees to finance them, but all others must be permitted to participate. It doesn't sound sensible, does it? Can an instructor who has not paid his dues in his state organization of teachers participate in the organization? It is agreed that the analogy is not perfect, but the cases smack of similarity. At present, in order to carry on the activity program, which in a large measure is forced upon the Associated Students, the burden of expense is falling upon a comparatively few of the total enrollment. All school activities, financially and otherwise, are directly controlled by statute and sponsored by the school, yet the financial burdens are the responsibility of the students.

In every student body we find different types of students with various attitudes toward student body fees. These attitudes are apparently reflections of the attitudes of their parents. Some students always pay membership fees without hesitation because they

realize the importance of group participation and cooperation. These students are eager to support the extra-curricular activities, for they value them and desire to participate in them. They believe in the philosophy of "What's mine is yours and what's yours is mine. By pooling our talents and money, we shall both profit."

Some students who do not participate as active members of an organization or as spectators also willingly pay the fee. They know the value of these activities to the school in general.

A third group of students who can well afford to pay the student fee refuse to do so because of the publicity given by the press regarding illegality of the practice. These students as a rule realize the indirect value of the extra-curricular activities to them as members of the student body; yet they are content to read the weekly edition of the college paper which is paid for by the members of the Associated Students. These students will even ask their colleagues for their student body cards, so they can attend a football game, a basketball game, a play, a musical, or a dance without having to pay the single admission fee. They desire the best of everything, but they are unwilling to cooperate. They believe in a philosophy of "What's mine is mine. What's yours is mine—if I can get it."

In a great many cases, if the state school subsidies from the taxes were increased to provide funds to support these extra-curricular activities in secondary schools, the parents (especially those parents of students in the third group) no doubt would pay a much larger sum than the amount of the student fee required at present to support activities. It seems reasonable to think this group of parents would urge their sons and daughters to cooperate with the group by becoming members of the Associated Students since there is no other method at present to finance these activities. In my opinion, when a student gets into high school or junior college, he should assume a certain amount of financial responsibility for his educational training. The payment of a fee to support the activities does not appear to be unreasonable. If a student pays the fee—even though his father or mother gave him the money in his allowance—he usually is more interested in the activities.

A fourth group of students realize the value of extra-curricular activities, but they are unable to pay the student fee required. Neither are they able to pay the individual admission fee required of those who are non-members of the Associated Students. It is this fourth group of students that rightly deserve the same opportunities for educa-

tion as those in the first group. Many of these would participate directly in the activities and others would participate as spectators if they were able to pay the cost. Why should this group of students be denied this apparently important part of secondary school education?

It is this last group of students that should be given careful consideration by the State Board of Education, the local boards of education, and the parents in the community. The administrators and the officers of the Associated Students have attempted to provide work to pay for membership fees for all students who cannot do so but who desire to participate in the activities. Only a small percentage of those who desire to work can be accommodated.

If a reasonable fee were legalized by the State Board of Education and the local boards of education, the income would be sufficient to carry on the activities in all departments. A percent of the fees could be set aside to be used as a loan fund for students unable to pay the fee or for those who cannot be accommodated by work to pay the fee.

If the extra-curricular activities are so vital to the complete development of the secondary student, and if those students who are financially able to pay the price necessary to have these activities refuse to do so because of legal technicality, some other plan must be provided in the near future to finance the activities. A plan should be adopted whereby every student, regardless of the ability to pay, will have the same opportunity for extra-curricular participation. It is my belief that if the Associated Students are not permitted to assess a compulsory fee from every student sufficiently large enough to finance all the activities, and also to make it possible for those who are financially unable to pay the fee to participate in the activities, it is the duty of the people of the state and local communities to provide funds to carry on the activities. If this were done, it is quite probable that a re-valuation of the activities would be made and an adjustment also made in the appropriation of funds for each activity.

The time is near at hand when the following questions must be answered and a new solution worked out. Should all the students enrolled in the secondary schools pay a small fee to support the extra-curricular activities which are now in reality curricular? Or should a small percentage of students pay a large fee to support extra-curricular activities that benefit all students directly or indirectly? Or should school taxes be raised sufficiently to support the extra-curricular activities which are apparently so vital to the complete development of the student?

Organizing the Student Council

MANY HIGH school principals and superintendents have discouraged the functioning of student councils in their schools. This has been partially due to the lack of clear cut aims set forth in the student council constitutions. In other instances the aims, though definitely stated, have not been realized to an appreciable degree, and thus the council program has failed.

The administrators who feel that time given to council work is wasted may have good reasons for their belief. Some student council elections are but popularity contests and can result in nothing but weak or mediocre councils.

The question of qualifications for membership often brings about complications and problems. There are many who would restrict the council body to honor students—to those who have a scholarship average of "B" or above. Many of the students look upon this procedure as too autocratic, and refuse to cooperate when the help of the entire student body is needed to make projects a success.

Some have set up in their constitutions provisions whereby no student with less than an average grade may be elected to the student council. They believe that this takes care of those students who might be useful in many ways, but who do not attain high scholastic standing.

Many administrators are in sympathy with the student council activities, but have found that the sponsor has no time for directing the work. Some believe that the principal should sponsor the activities of the council. Others think a teacher should be placed in charge, coordinating with the principal's office. Many schools who use teachers as directors give free periods to those directing the work.

The sponsors are responsible for the work of the student council. They must study the many activities carried on by various councils in order to become familiar with the best methods and practices in this phase of extra-curricular work.

Every high school can have a student council. Some may have trouble in finding a time for it to meet. There are those who think student council meetings should be held before school begins. Others think after school is best. Giving school time for the student council work is the most ideal situation. If a student council is worthy of existence it should meet at a regular time during school hours. None of the students are in a rush to

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leave for class or go home as they will be if the meeting is held before or after school.

The following questions should be considered carefully and thoughtfully before attempts are made to organize or plan a student council program:

1. Is there a need for a student council?
2. What are the purposes of the student council?
3. How can the cooperation of the teaching staff and the student body be obtained?
4. What is the relation of the home-room in regard to the work of the student council?
5. Should principals always have the power to veto proposals?
6. How shall the faculty sponsor be chosen?
7. Can the sponsor give school time to the student council meetings?
8. How far should the sponsor exercise his authority?
9. How should reports be made and records kept?
10. How can the student council best use the school radio system if one is available?
11. In what way can the assemblies be improved through partial student control?
12. How can the student council aid in the guidance program?
13. Should the student council deal with discipline problems?
14. Should the council get information concerning home environment of students?
15. Will the council be an influence for good in bridging the gap between grade and high school?
16. How can the necessary finances for a student council be obtained?

Every student council should set forth some definite aims. After careful study of the needs of the school the aims or objectives should be developed by a committee of students and faculty members. Listed below are several aims worthy of consideration:

1. To promote student faculty relationships.
2. To establish in students high ideals of citizenship.
3. To create better school atmosphere and school spirit.
4. To build up worthy school traditions.
5. To help in the social adjustment of student life.

6. To gain a respect for law and order.
7. To assist students in drawing a distinction between liberty and license.
8. To substitute real democracy as a form of social and self-control in place of teacher dominance.
9. To make the student body feel its responsibility in the management of the school.
10. To acquaint students with the machinery, duties, and responsibilities of the individual in a democracy.
11. To reveal to students higher types of activities and to make these both desired and possible.
12. To develop qualities of leadership in those students who are capable of becoming the leaders of tomorrow.
13. To help students make profitable use of their leisure time.
14. To guide, and in a measure control, student activities.

A final word of caution to those who are directing student council work—adopt the essentials that fit your particular need, do not undertake to adopt all you read.

Activity Period in the County Schools

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A VERY few years ago, in response to the growing demand for definite provision for the extra-curricular program of the secondary school, a definitely scheduled activity period made its appearance. This period began to be commonly reflected in professional literature. However, naturally, these reflections have been almost entirely either justifications of the inclusion of such a period, or descriptions of local practice. Relatively little of a more inclusive investigational nature has been written.

In order to discover the status of the activity period in the county high schools of Ohio, the writer mailed out 340 questionnaires to the principals of these schools, and was highly gratified by the return of 303, approximately 90 per cent. All but three counties are represented in the study. The schools range in size from 35 to 700 students. The following data represent a brief of this investigation.

A total of 238, out of the 303 schools, use an activity period. This is approximately four-fifths of the schools. The average length of this period is 41.9 minutes, with a range of 20 to 90 minutes. An average of 3.9 activity periods per week is maintained. This means that an average of 163.4 minutes per week

is being devoted to activities in the county high schools of Ohio.

The types of activities most commonly provided for are as follows: clubs, 184; assemblies, 177; vocal music, 169; instrumental music, 161; intramural athletics, 117; student council, 110; homeroom activities, 92; varsity and reserve athletic teams' practice, 74; miscellaneous (public speaking, dramatics, etc.), 36.

An average number of 4.6 of these nine types is maintained by these schools. In 47 schools all nine types are offered.

Only 27 schools reported that fewer than 50 per cent of their pupils participate in the activity program. Eighty-nine schools allow credit toward graduation, 74 others give recognition, and 60 allow no credit for participation in extra-curricular activities. Participation is limited in 107 schools while 122 do not limit it.

The activity period is scheduled as follows: immediately after the noon hour, 84; just before noon, 54; staggered on rotation period, 40; last period in the day, 39; first period in the morning, 24.

Only twenty-one schools have discontinued the activity period within the last five years.

A majority of the principals believe that most of their extra-curricular activities bear no definite relationship to the academic subjects. Most of them agree that the boundaries between curricular and extra-curricular activities are being gradually broken down. That activities create more interest in and supplement regular classes is the belief of 70.9 per cent of these principals.

The attitude of teachers toward the program of activities was reported as favorable by 62.4 per cent, average 26.4 per cent, and unfavorable by only 3.3 per cent.

Pupils place more emphasis on activities when school time is allowed for them. Most communities would not favor lengthening the school day to include all activities. Transportation schedules would make lengthening of the school day inadvisable in 76.3 per cent of the schools.

From these data it can be easily appreciated that the majority of the county high schools of Ohio are making serious attempts to capitalize, very definitely, their extra-curricular activities for educational ends. The fact that practice in the organization and utilization of the activity period varies considerably from school to school is to be expected, considering the recency of this movement to provide a definitely scheduled opportunity. Further, not only is such variety of practice inevitable, but it is really desirable, because out of it will undoubtedly come, ultimately, the rather uniform procedures which school administrators and teachers find to be most practicable and justifiable.

Why Doesn't Your School Have Debating?

FOR TOO many years some high schools have been avoiding debating as they would the plague. Colleges lost interest, and public speaking of all kinds waned in popularity. The reasons for this decline were at least two-fold: the general public lost interest in debating, and educators turned against it feeling that the undue emphasis on "winning," with all of its attendant evils, was destroying any educational features debating may have once had.

Colleges are today taking the lead in a movement that is reversing this trend, and it is up to the schools in the secondary field to follow this lead. In New Jersey, Princeton reports several hundred students participating in debating, with a determined effort under way to restore debating to the place of prominence it enjoyed when Woodrow Wilson was President. Professor Elmer E. Nyberg, of New York University, has called debating "one of the most important but most neglected instruments of education." Even engineering schools are stressing forensics. Rensselaer Polytechnic Institute's English department now devotes one fourth of its first three years, and one half of the Senior year, to public speaking.

There are several reasons for the lack of interest in debating among the people who direct the activities of our secondary schools. Unquestionably, one of these reasons is the feeling that in order to have a "winning" team—often necessary if student interest is to be maintained—one must forfeit the educational advantages which debating has to offer. It is the contention of the present writer that high school debating can justify its existence on the basis of contributing to the advancement of the school's educational program and at the same time can be competitively successful.

In confirmation of this thesis, the result of the work at the high school in Jamesburg, New Jersey, is submitted. Two years after the debate program was inaugurated, five per cent of the student body had taken part in interscholastic debates, over three per cent had participated frequently enough to earn their "letter," the entire school had become interested—giving every indication of increased participation in the future—and the team's representatives had placed third in the New Jersey State Tournament. This rating was won in competition with schools of ten times or more the size of Jamesburg, but this little school had had intensive debating for many years. No wizardry can be claimed by this coach; the record of achievement can be

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duplicated by any conscientious individual with a reasonably complete knowledge of debating principles.

The argument, which will be developed later, that debating can be competitively successful without sacrificing its educational features is not sufficient to warrant its inclusion in the school program unless those educational features are significant enough to contribute to the success of that program. Just what are the objectives of the school which can be furthered by debating? It would seem to be indisputable that debating furthers the objectives of the school both by training for better citizenship and by preparing the participants to compete, with greater chance for success in the struggle for personal advancement.

As it becomes more and more apparent that the world is not at war, but rather that it is in the midst of revolution, as we realize more and more that our way of life is threatened by the world-wide trend toward collectivism, then we must realize the need for clear-thinking, objective citizens—the need for people who can sift the mass of conflicting facts, organize their arguments, and express themselves clearly and intelligently. This is the type of citizen which our schools must produce if our democratic system is to live; it is these very skills and attitudes which debating develops. Not only does our country need leadership by clear-thinking, logical young people who can express themselves forcefully, but the same young people need these qualities to advance successfully in our highly competitive civilization. Other things being equal, the ready speaker will always progress more rapidly. The same can be said for the clear-thinking person who knows how to organize the facts in his possession.

In this time of crisis, debating has educational possibilities almost untouched. No high school principal can afford to neglect this field when organizing his extra-curricular program. It can be competitively successful without in any way sacrificing the educational goals. The following steps are suggested by one who has used them under ordinary conditions; they have been found to be principles which will lead to success in competition:

Assuming the selection of a coach who is reasonably well grounded in debating tech-

nique, the first step in building a successful debate program is to arouse interest and enthusiasm among the student body. Probably the best way to do this is to have the original move come from the students themselves, through informal discussion in class or home room. Sometimes an interested teacher can provide the necessary stimulus, getting people from her classes to form the nucleus of the group. There are always some people to whom new ideas have great appeal, but who soon fade away. Therefore effort should be made to arouse as much interest as possible and to get a large number of candidates to help initiate the new debate program. Debating is not educationally justifiable—at least as a school project—unless many are participating. Consequently it is not enough to get a large number of interested spectators at the first few meetings.

Debating must be made so much fun that students will remain interested and not drop out. There are at least three ways in which this can be done. In the first place, the sponsor should emphasize the fact that debating is not a dry, intellectual exercise, but that it is really a lot of FUN. This can begin the very first day. For example, the explanations of correct posture, breathing and stage manners can be made a hilarious 'game' in which first the coach and then some of the students play the lead in a "What's Wrong With Me Now?" demonstration. Preliminary exercises and routines should be confined to the bare minimum, and actual debating on easy subjects on which extensive preparation is not necessary should be started early.

It is fun to debate; it is not fun to learn a lot of cut-and-dried formulas and definitions. When the first debates are arranged, there should be provision for audience participation in some type of form at the close of the debate. This gives all members of the group an opportunity to take part. And finally, much can be done outside of the actual debates to help retain the interest of the group until they have had an opportunity to participate themselves in an interscholastic debate. One example which proved successful at Jamesburg was to plan a social hour after a debate, to invite the visiting team, and to serve refreshments.

A second way of retaining the original enthusiasm, and thus preventing a large number of the initial group from dropping out before they have had an opportunity for the participation which will often guarantee their future interest, is to arrange a large number of non-decision debates in the early part of the season.

A satisfactory solution to the dilemma of the expense and difficulty involved in transportation was worked out at Jamesburg. This consisted of scheduling two simultaneous de-

bates with the same school. When a visiting team came to Jamesburg they were asked to bring both an affirmative and a negative team. Two Jamesburg teams were prepared to meet them, and the two debates were held at the same time, in different class rooms. The same procedure was often followed when Jamesburg travelled to another school.

A third successful way of holding the interest of the students is to postpone the selection of the students who will represent the school in the state tournament, or—in case such participation is not planned—in the decision debates which will close the season. This accomplishes a two-fold purpose. The interest of the students is kept from lagging by the uncertainty as to who will be chosen, and this uncertainty will in turn cause them to work harder, thus serving as actual preparation for the decision debates.

Two or three weeks before the tournament, or decision debates, the selection can be made. Some of the others will tend to lose interest and will stop working, but their interest and active participation has been held through most of the season, and they have received much worth-while training which they would not have derived in any other way. To those chosen for further participation, the immediacy of the coming debates will prove sufficient incentive for the intensive work required to prepare them for the more serious competition. It is at this time that the advantages of the long period of enjoyable and more leisurely preparation will become apparent. A team prepared in this way will hold their own in competition with teams from schools where the training has been confined to a small number, with thorough and painstaking preparation throughout the entire season.

In conclusion, the present unpopularity of debating among secondary school directors has been caused by an over-sight and a misconception. Educators have lost sight of the importance of forensics in the preparation of a critical citizenry, and they have been operating under the misconception that any educational values they were willing to concede could not be gained if competitive debating were allowed. Any school can have a debating program which will be both educationally and competitively successful. No school can afford to neglect this opportunity.

Some minds improve by travel, others, rather, resemble copper wire, or brass, which get the narrower by going further.—*Thomas Hood.*

The use of travel is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are.—*Samuel Johnson.*

A Commercial Club's Activity

WITHIN the present generation a new and exciting element has entered the classroom from kindergarten to college. It is known variously by such titles as extra-curricular activities, school clubs, and lastly and perhaps most pertinently, it has been called the co-curricular program.¹

As the name implies, extra-curricular activities are legitimate school activities not included in the regular course of study, and are known by such classifications as dramatics, school publications, debating teams, clubs, and the like. Obviously, any of these activities may be curricular in one school and extra-curricular in another. Where not a part of the curriculum, it is desirable that such activities "grow out of the curricular activities and return to them to enrich them."²

The conclusion that a Commercial Club is a desirable addition to the extra-curricular program is based upon a previous conclusion that high school clubs in general are desirable. The following reasons bear out this statement:

A club "increases the intellectual, social, spiritual, physical attainments of its members.

"The club becomes a real instrument of education for its members and automatically advances the interest represented.

"The club offers a program in conformity with modern educational thought" by not only "setting up worthy and reasonable ideals, but offering opportunity for the actual practice of these ideals."³

A club "satisfies the gregarious instinct that is so strong in pupils of high school age."⁴

Among the many other reasons stated by various authorities why school clubs are desirable, perhaps no one reason deserves more consideration, or appeals more to present-day instructors, than that the club "provides a place in which democratic practices dominate, and most important, it introduces the child to democratic living."⁵

With numberless reasons why a school club is desirable, and with successful school clubs on every hand to serve as models, it should be remembered that the organization of any school club must be based upon the interests and needs of the particular group under consideration, and never should one school adopt a complete program from another school.

Before a club is formed, one should remember that while members of school groups should always be given guidance, the best results are obtained when students actually make and carry out their own plans. In the

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words of an authority, let "the pupils' point of view be the starting-point."⁶

It follows then that when a Commercial Club is formed it would grow out of the Commercial Department, and the common interest in the activity to be carried on would be a common desire to experiment with the knowledges and skills acquired in the classroom, and where possible, to enrich them.

STEPS IN FORMING A COMMERCIAL CLUB

The first important step after preliminary plans have been made is to find the right faculty sponsor. The importance of choosing an adviser for such a school group can not be overestimated, since it has been found that nothing will kill a club more surely than an uninterested or unprepared sponsor. In filling this important place, then, careful consideration should be given to selecting a person who is interested in the purposes of the club, who is prepared professionally to guide the students in carrying out these purposes, and who has the personal qualifications to inspire the confidence of the students. "This type of leader develops a program that is sociologically sound, one which grows out of the situation in which the group finds itself."⁷

This description covers the sort of sponsor all clubs long for, but not all clubs find. The method used in appointing or choosing the sponsor will rest with the discretion of the principal.

Every student in the Commercial Department should belong to the Commercial Club, but no one should feel compelled to join if he is not interested in the program of work. Should the membership reach the point of being unwieldy, that is, beyond perhaps thirty or forty, the group should be divided. The logical dividing line in a club which includes all commercial students would be into smaller interest groups—one group for those interest-

¹Harwood, R. E.: "The School Club is Here to Stay," *Recreation*, 32:30, April, 1938.

²Fretwell, E. K.: *Extra-Curricular Activities in Secondary Schools*, Houghton Mifflin Co., 1931, p. 2.

³McKown, H. C.: *School Clubs*, Macmillan Co., 1929, pp. 1 and 4.

⁴Fretwell, E. K.: *Ibid.*, p. 270.

⁵Harwood, R. E.: *Ibid.*, p. 30.

⁶Fretwell, E. K.: *Ibid.*, p. 274.

⁷Krim, Alan: "Developing Clubs in Community Centers," *Recreation*, 31:349-55, September, 1937, p. 349.

ed primarily in bookkeeping, and another for those specializing in shorthand and typewriting. It is imperative that the club membership be kept comparatively small. By keeping it so, there is greater opportunity for participation in programs by individual members, and it is important that every student participate in some club activity.

Authorities on the subject of clubs agree that school club meetings should be held on school premises, and during a regular activities period. It is believed that one meeting a week is not too much.

As is the case with all school clubs, the Commercial Club would operate under a charter granted by the Student Council (with the approval of the principal). As the club developed, a constitution, based upon this charter may evolve. Since the constitution is an out-growth of the club, it should not be drawn up hurriedly; the club members should first be allowed an opportunity to work together and think out the plans of organization.

Officers should be elected only after there has been ample discussion of the desirable qualifications of the club officers, and then only such officers elected as are required for the efficient functioning of the club. The choice of good officers is important, for officers (like sponsors) have a constructive influence upon the members if they are worthy, while officers of the wrong type may break up a club in a short time.

While the *aims* of the Commercial Club would be in the minds of the organizers at the inception of the club, it would perhaps be after the mechanics of organization were completed that the purposes would be put into one-two-three order.

Aims:⁸

1. To increase interest in commercial subjects.
2. To acquaint the members with modern progressive business organization methods, systems, materials, and equipment.
3. To encourage high standards of efficiency and achievement.
4. To emphasize and develop the proper personal qualifications for commercial positions.
5. To instill worthy business ethics and ideals.
6. To develop an intelligent interest in the business and commercial life of the community by familiarizing the members with it.

These aims should broaden the interests of the members. However, because the underlying interest of most students in a Commercial Department is preparing for business positions, these objectives are also vocational in nature.

Program of Work:

Preliminary to arranging the club program,

should be the appointment of a Program Committee and Publicity Committee, other committees to be formed as the need arises. The Program Committee should arrange all programs and submit the list to the Sponsor for approval. After the programs are approved, it should be the duty of the Program Committee to see that they are put into effect. As a courtesy to the person (or persons) presenting the program, the Program Committee should arrange for the transportation to and from the club meeting, and see that a letter of thanks is sent each performer. These acts, small in themselves, establish a foundation of desirable habits of business.

The Publicity Committee should see that the school paper receives notices of Commercial Club meetings for publication. Whenever a member of the club distinguishes himself, or herself, in any way, the item should be given to the school paper. There is reason to believe that items of interest about the school Commercial Club will be accepted by local daily newspapers, also by local radio broadcasting stations.

The Publicity Committee will also be responsible for posting notices of meetings on all school bulletin boards.

The program of work for the semester should be planned in advance, and arranged so each member of the club takes part in some way at one or more meetings. Every meeting should be conducted according to parliamentary procedure.

In developing the club program, first consideration should be given to appealing to the interests and needs of the members, providing enough variation in activities to allow for individual differences.

A TENTATIVE PROGRAM OF WORK:

A well-rounded program would be inspirational, educational, recreational, and social.

There could be dramatizations of:⁹

- "How to Apply for a Position"
- "Good Grooming and its Importance in Business"
- "What an Employer Expects of His Office Workers"
- "A Study of Personality Factors that Contribute to Success in Business"
- "Social Etiquette" (What to do in given situations)
- "How the Good and Bad Secretary Reacts to Given Situations"

There should be informal discussions on pertinent topics where dramatizations may not seem feasible.

At least once each school year, the Com-

⁸McKown, H. C.: *Ibid.*, p. 272.

⁹Pitts, Dora H.: "Commercial Student Clubs," *Business Education World*, No. 15, p. 305, December, 1934.

mercial Club could present a business play in the assembly for the entire student body.

Occasionally, but not too often, outside talent should be brought in in the person of some prominent business man, giving a glimpse of his line of work. Demonstrations by shorthand and typewriting speed writers, and accounting experts, always appeal to commercial students and serve as a challenge to them.

Games may be built around the writing and answering of "ads" for positions, with inexpensive awards given to winners. For example, a prize to the student who says the most in the least number of words, the choice to rest with the membership.

A well-rounded program will include entertainment far removed from commercial topics, as well as a number of social gatherings.

Projects of work should be given a prominent place in a club of this nature: Members may draw names, each being responsible for one person. On a prescribed number of holidays, send greeting cards written in shorthand to this member. Scrapbooks made up of clippings from the daily and school papers, including copies of bulletins advertising the club, could be included as a worthy project.

H. C. McKown, in his book "School Clubs,"¹⁰ suggests as a worth-while project for a commercial club, the mimeographing of a small booklet containing the activities of the year, listed as follows:

Purposes of the club
Programs
Membership roll
Honor roll of club members
List of shorthand and typewriting awards
Information about enrollment and equipment of the commercial department
Alumni register where information relating to various positions held by former members and alumni may be found

Then specific projects based upon the *purposes of the club* should tax the resources of each member and tend toward a spirit of cooperation:

Aim 1—To increase interest in commercial subjects: Arrange for intra-mural speed classes, using the "mutual plan," that is, members of the group taking turns dictating. This project may be used by both stenographic and accounting members, in turn. To the "uninitiated" such a procedure may seem too much like a classroom activity. To a shorthand writer or a rapid calculator it's an opportunity "to play ball."

Aim 2—To acquaint members with modern progressive business organization methods, systems, material, and equipment: A method of fact-finding to acquaint members with modern business methods, and recommended by a number of business educators, is the lab-

oratory method. By this means books, pamphlets, clippings, illustrations, charts and graphs on many occupations are made available to the members. This method also includes talks by successful citizens, interviews with actual workers in the various fields, and motion pictures.

Aim 3—To encourage high standards of efficiency and achievement: An intra-group typewriting contest, held perhaps once each semester, encourages high standards of achievement and a friendly spirit of rivalry. The monthly tests sent out by typewriter companies may be used.

Aim 4—To emphasize and develop proper personal qualifications for commercial positions: Archibald A. Bowle, in his book *Commercial Clubs*,¹¹ believes there are specific abilities acquired through "the participation in various activities of a club." The following are cited:

Development of tact, patience, and consideration for others, necessitated through contact with organization problems.

Development of cooperative ability, by an understanding that it is better to work together than separately, and by the knowledge gained through the experience in club work that "united we stand, divided we fall."

Perhaps one of the most useful accomplishments of such an organization will be the development of leaders who in after life can look back with pleasure to the training that membership in the club afforded.

Aim 5—To instill worthy business ethics and ideals: Again quoting H. C. McKown, "The average pupil's knowledge of what the good citizen should do does not guarantee that he, as a citizen, elects to do this. The school club, unlike the classroom, offers many opportunities for the proper guidance and education of the pupil in important phases of citizenship because phases other than intellectual are emphasized."¹²

Aim 6—To develop an intelligent interest in the business and commercial life of the community by familiarizing the members with it: It is doubtful if any procedure could be recommended which would familiarize club members with the business life of the community as would field trips—excursions to those business organizations where students hope later to be employed. Before any such trips are undertaken, the club sponsor should know what positions the students are interested in. Then, that the activity be purposeful, careful preliminary planning should precede each trip. This planning would be carried on by the club members, but always under the supervision of the club sponsor. First, of

¹⁰McKown, H. C.: *School Clubs*, p. 275.

¹¹Bowle, Archibald A.: *Commercial Clubs*, Gregg Publishing Co., Chicago, 1926, p. 72.

¹²McKown, H. C.: *Ibid.*, p. 4.

course, there must be full consent and cooperation by the employers of the firms to be visited. The actual unit for study would be the office duties performed by an employee or a number of employees. Interest usually mounts when it is possible to observe a former schoolmate "on the job." Then, to be fully effective, each field trip should be followed up by group discussions and an effort to put into immediate practice all useable suggestions.

At no time should these club projects be undertaken with the primary aim of mastering subject matter, but it is reasonable to believe that a certain amount of improvement in commercial subjects would result.

EVALUATING THE CLUB PROGRAM:

That the activities of the club may not become static, the program (program in its broadest sense) should be tested from time to time to find whether it is doing the job it is intended to do. Dr. Elbert K. Fretwell, in his book "Extra-Curricular Activities," under the chapter heading "School Clubs," sets down an admirable measuring scale—"ten tests for a school club."¹³

1. Common interest.

The Commercial Club as proposed would grow out of a common interest in activities centering around commercial work.

2. The common interest may grow out of any one of three possible sources: grow out of the curriculum; exploration and experiment; permanently outside the curriculum.

The common interest in this club would grow out of the curriculum.

3. Size of the club.

The plan proposes a club small enough to necessitate one hundred per cent participation.

4. Active participation.

It is not the plan of this club that one hundred per cent participation implies one hundred per cent public performance. Some members will do finer work behind the scenes. This provision should be made for differences in individuals.

5. A stepping-up program.

The club plan should provide for progress among the members, but the rate of progress is left entirely to individual members; and it is hoped the progress will come as a by-product since it is not the intention to make of the club a class.

6. Satisfaction.

The permanency of the club will be determined by whether or not the members find satisfaction in what the club is doing.

7. Membership.

Members not interested in active participation in the program of work should withdraw (especially so when membership is limited to keep the size of the group from becoming

unwieldy). The vacancy may then be filled by an interested person.

8. The club's relation to the school.

By providing specific opportunities for developing desirable traits, such as cooperation, courtesy, and the like, the club would be aiding the school to achieve its objectives.

9. The club name.

The club name should be selected by club members only after the length of the preliminary membership list indicates whether the club would include all commercial students or be split into smaller interest groups.

10. The club sponsor.

The club plan recognizes the importance of a suitable sponsor.

It is recognized that to be effective club plans must be localized since no two schools offer identical problems or solutions. It is also recognized that no club plans, even with a specific school in mind, should be made with the idea of adopting them in their entirety; and only adopted at all when the students have had an opportunity to "select, discard, create, and, through many experiences, guided just enough, but not too much, learn . . . to find satisfaction"¹⁴ in the working out of those plans.

¹³Fretwell, E. G.: *Ibid.*, p. 290.

¹⁴Fretwell, E. K.: *Ibid.*, p. 51.

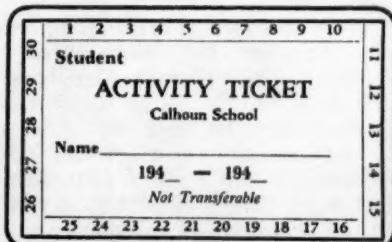
An Activity Ticket

MARGERY L. SETTLE

Calhoun High School

Calhoun, Kentucky

THE FACULTY and principal of Calhoun had been planning ways and means of launching a student activity ticket plan for two years. After discussion in the various home rooms, the project was started at the beginning of the 1940-41 school year. As the



scheme has been very successful in this high school perhaps other schools will be benefited by an outline of the plan.

Calhoun is a consolidated school with an average annual enrollment of 610 pupils, 300

in grades 1 to 6 and 310 in grades 7 to 12. About 15 percent of the pupils live in the town of Calhoun, and the remaining 85 percent live in the surrounding communities and are transported in busses by the McLean County board of education.

The activity ticket offered to the pupils last year included these activities:

School paper—16 issues
Basket Ball—14 games
National Program Service—5 assemblies
Dramatic productions—5 school plays
Programs—3 musical
Exhibition—1 physical education
Exercises—3 by pupils of grades 1 to 6

The price of this ticket was \$2.50, in contrast to the 4.25 that would have been the regular price for the various activities if paid for separately. The student could pay cash for the ticket or pay ten cents per week for the first twenty-five weeks of school.

The ticket used has a space for the pupil's name, and it is non-transferable. The numbers 1 to 30 are printed around the perimeter of the ticket, and the number which corresponds to the number of that special activity is punched when the ticket is presented by the owner at the time of that particular activity.

Of the 310 pupils in grades 7 to 12, 200 purchased these activity tickets. Of the number who purchased the tickets, 190 paid for them in full; the pupils who failed to pay the purchase price of the tickets either left school or failed because of financial difficulties.

On checking the number of tickets purchased with the enrollment by the grades, it was found that 70 percent of the pupils in grades 10 to 12 had purchased tickets, and 50 percent of those in grades 7 to 9. The average for the entire school was 65 percent—a better sale than was anticipated for the first year of the plan.

It is our intention to continue the scheme this year

(1) It has increased the attendance at all school activities. (2) The money received from the sale of the tickets has been more than the school received under the plan of single admission tickets. (3) It has made possible a school paper. (4) It subsidizes activities which have ordinarily had little pupil support. (5) It obviates the necessity for many different drives and campaigns during the year. (6) The students like the plan. (7) It has increased the pupil interest in school activities. (8) The adult attendance at school programs has been increased. (9) It has resulted in a much better school morale and school spirit. (10) It has simplified the ticket selling at various activities and has made possible a better plan of administration of school activities.

You Want To Establish A Student Council?

(Continued from page 6)

tem of student government, to determine who would be on the council and how they should be chosen, to list their powers and duties, and to specify how the system could be altered. This could merely be a general understanding, but the committee felt that to put the plan on paper made it more useful and more real.

For six weeks this group worked. There were real problems to be solved. Sub-committees were assigned to write the various articles of the constitution. These committees held many meetings to study sample constitutions and to interview teachers concerning their problems. The greatest task, however, was to apply the principles which they had determined to the local situation. To write a constitution for a given school is far more than copying the best articles from many sample constitutions. Each school must have its own peculiar council organization, which can be determined only by applying fundamental principles in the local situation.

Teacher guidance was necessary in the stage of the work. This does not mean that teachers wrote the constitution. Teachers presented problems, listed alternatives, and assisted with proper forms and procedures. The members of the committee made the decisions. For example, after it was agreed that the newspaper staff should have a representative on the council, the committee insisted on making the assistant-editor, rather than the editor, that representative. The argument was that the editor would be too busy with editorial work. The length of term for council members was determined by this committee, as was the method of election, powers, duties, and titles of officers, means of amending the constitution, and the vote necessary to ratify the document. Although some of these problems were presented by teachers, they were solved by students. It was their constitution.

Ratification of the suggested plan was the next step. The constitution stated that at least five of the six home rooms must ratify the plan by a two-thirds vote. Four of the rooms approved the constitution soon after it was explained to them. Supporters in two rooms could not muster the necessary votes. Then without the knowledge of the faculty members of the committee, the leaders sent their best speakers to one of these rooms. These students who had written the constitution explained and defended that document. Within a week the fifth room ratified the constitution.

Elections were held early in January, with the inauguration two days later. Approximately a year had elapsed since the idea was first explained to seventh graders; now as eighth graders they placed into operation the new system.

School Newspaper--- Leader Among Activities

EIGHT criteria of good extra-curricular activities may conveniently be set up from the conclusions of authorities on the subject. Those criteria may be listed as follows:

1. An extra-curricular activity should fit into and contribute to the democratic spirit of a school.
2. It should capitalize on the fundamental drives of students.
3. It should contribute to the building of desirable individual character traits.
4. It should arise out of the curriculum and in return enrich that curriculum.
5. It should develop "raw material" in the form of students with ability, interest, and need.
6. It should contribute to the spirit and morale of the school.
7. It should add to the administrative efficiency of the school system.
8. It should promote desirable relationships with the public.

What activity of a school contributes more, or in more ways, than does the school newspaper?

1. *The school newspaper fits into and contributes to the democratic spirit of a school.*

Our democratic institutions sometimes fail, because of an element in our heterogeneous population whose interest is local instead of national in scope, and because of the existence of pressure groups and our seeming incompetence in neutralizing their force. The ability to read and evaluate newspapers will go a long way toward producing the desired type of citizen. Where can students find a better way to develop habits of reading newspapers and evaluating what they have read than in publishing a paper of their own and in reading a paper in which their interest is so great? And too, there is the editorial opportunity to instill desirable attitudes toward citizenship in school and out.

The school paper is a voluntary project of the students themselves. Everyone has an opportunity to express himself through its columns. No one is forced to read its items. It attempts to influence public opinion in both school and community through its columns. It is democratic in spirit. It fits into the democratic atmosphere of a school in a democracy.

"The School Press is one of the strongest democratizing influences now operating in

NEIL C. ASLIN
*Superintendent of Schools,
Canalou, Missouri*

schools, and it will function successfully only under a genuinely democratic system."

2. *The school newspaper capitalizes the fundamental drives of students.*

The beautiful part of a good extra-curricular activity program is that superficial or unnatural motivation is unnecessary. It succeeds or fails, as the case may be, because it appeals to the very nature of boys and girls. The successful school paper does just this.

First, the paper gives the pupil an opportunity of self-expression. Perhaps the particular boy or girl is timid and would be embarrassed by giving his ideas orally before a group. Maybe the pupil is outspoken. The newspaper will give him added opportunity to express his ideas, also cause him to give his ideas serious thought, so they will stand the light of public appraisal.

Second, the newspaper may use the innate desire of students for competition in many ways. Perhaps each home room will be scheduled to put out the paper at different times. Perhaps where there is a permanent staff rivalry with staffs of papers in neighboring schools that rivalry will be utilized. Sometimes this idea of competition may be carried over to other activities because of publicity given by the newspaper.

The opportunity to imitate some pupils' favorite sports writer is motivation to certain types of pupils. The publicity given to some outstanding student may cause lesser students to imitate the acts of this outstanding student.

Some pupils find the newspaper a curiosity to them and therefore interesting because they want to find out how the publication machinery works. Others are curious to find out their own ability, if any, in the line of newspaper work. The newspaper is particularly gratifying to the curiosity of the whole student body who reads it. Therein lies great opportunity for good.

The newspaper caters to the individual differences of the whole student body. One interested in athletics will find the paper gratifying. So will the literary minded; and those interested in debate, music, etc. Too, the school newspaper staff needs pupils of varying interests and abilities. They can use the

business type students as business managers; the salesman type, to sell advertising; the sports fan as sports editor; the managerial type as editor-in-chief. Probably no other activity of the activity program appeals to such a variety of interests.

The school newspaper uses pupils' natural desire for the acclaim of the group through publishing names of the basketball team, the cast of the senior play, the honor roll, the best citizen, and by making these desirable activities popular among the students. This is one of the most important, although indirect, contributions of the newspaper to the ideal school.

3. The school newspaper contributes to the building of desirable individual character traits.

In a democracy we place first emphasis on the individual, then society as a whole. So the newspaper should first develop personal character traits, then use these traits in benefiting the school.

Increasing interest in high school publications is due to their value to the pupil, the school and the community at large. They teach the individual accuracy, clearness and sincerity in writing. In the end they improve the school.

There is training in citizenship and in co-operation. Bessie M. Huff says. "The man who cultivates his garden gets not only the garden products but he grows in health and strength. So the school journalist develops initiative, individuality, self-control, personality and strength of character.

"The very nature of newspaper work; the necessity of working in close association with small groups for the success of a common product, of gathering news from a great number of students and teachers and of soliciting advertising from business men develops tact, self-control, initiative, understanding of others and ability to meet situations."²

Ward S. Miller says, "Interviewing is an oral activity which is of the utmost value to pupils because it gives them poise, self-confidence and practice in meeting adults to whom they must some day apply for employment. It yields dividends in first hand information or in a variety of practical topics and it may train a pupil to remember more accurately and to observe more closely."³

The school newspaper unifies and raises the morale of the students by keeping them in direct contact with things that are happening around them.

E. P. May of Chicago says, "To the youth in the school the newspaper is a fascinating diary of school life. Its headlines, competition, achievement, adventure and victory—all very thrilling to the student. He is more appre-

ciative of these than divorce or kidnapping, gangsters, murder, and political crookedness. The sports page presents the spirit of fair play and conquest. The news and feature stories tell of daily activities that are replete with interest. This diary of school life helps to build that morale of successful achievement so necessary to the life of a school."⁴

4. The school newspaper arises out of the curriculum and in return enriches it.

There will be few if any of our curricular subjects that will not be aided to some extent by the school paper. At least three subjects—Commerce, English and Social Science—will find the school paper a worthwhile laboratory.

The original impetus for the school paper may well arise with the Commerce classes. At least they should have control of the production and business functions of the school paper. Since there must be a head to any organization, the commerce classes may profitably be given the work of co-ordinating the efforts of other groups. The mimeographed paper gives training to commercial students in the mimeographing process, a knowledge of which is of definite vocational value and it should work hand in hand with the commercial department. It gives the student actual selling experience, selling subscriptions and advertising. It gives this student training in keeping books. It trains the artistic student.

The newspaper is of no less importance to the English classes than to the Commercial classes. First, the school newspaper gives point, objectively, to the part in most English courses dealing with newswriting. The study of newswriting will be vital to students if they realize that they are going to be able to use this knowledge in publishing the paper. Second, it directs the students' attention to writing fluently and with a minimum of grammatical errors, so as to pass the inspection and meet the approval of his fellows. Third, it gives an outlet for and stimulates creative writing. Fourth, proof reading copy develops a critical attitude toward English crudities, grammatical errors, and faulty spelling.

The objectives of the Social Sciences are furthered by teaching critical reading of newspapers. Reading the school paper, realizing that it is published by their students, will cultivate more critical reasoning rather than abject acceptance for fact everything which appears in print. This is the attitude we want citizens to take when they read the newspapers.

5. The school newspaper develops "raw

¹Ryan, C., Nations Schools, February 1937

²Siemons, A., Nations Schools, July 1937

³Miller, W. S., School Review, January 1937

⁴May, E. O., Illinois Teacher, March 1934

material" in the form of pupils with interest, ability, and need.

Every school has the material to publish some sort of a school paper. It is true, however, that in no two school years will one have a staff of equal ability. Indeed sometimes the difference between the abilities of staffs will be rather discouraging to the sponsor.

Sometimes it is difficult to find the material one has on hand. G. L. Greenwalt in his "School Press Management" has suggested try-outs for newspaper staffs. This might be of advantage in some schools. The applicants are given tests as to spelling, punctuation, and newswriting.

6. The school newspaper contributes to the spirit and morale of the school.

With a competent adviser as coach of the staff, it unifies the school, gives it an individuality, and inspires loyalty in students. It offers a means of expression of the school's thoughts. It enables students and teachers to show one another's interests and to think and work together.

The newspaper may use the innate loyalty of pupils to people and things, and direct this loyalty into right and worthwhile channels. The loyalty of one pupil to his school may be shown through an article appearing in the paper against marking on toilet walls or carving on desks. Loyalty to teachers may be shown by a word of respect or praise in the columns of the school paper. Loyalty to the home team may be encouraged by commanding the play even though the team lost. Loyalty to the staff and to the paper itself may be shown when the student stays late some evening to get the paper out on time.

7. The school newspaper adds to the administrative efficiency of the school.

A chief purpose of the school newspaper is to interpret the school to the community and to unify the student body by raising the morale. Both of these are administrative problems. Many administrators have found the editorial columns of the school newspaper an excellent vehicle for gradually carrying to the public new educational policy and needed changes in curriculum.

Small but irritating disciplinary problems have been irradiated by creating a frowning attitude among the students toward such things, as indicated, by articles written by the more dependable students.

The school newspaper is a most effective tool in the hands of the administrator. No other extra-curricular activity or—curricular either, for that matter—has such a distinction. L. G. Greenwalt says, "The school paper is a powerful ally of school authorities."

8. The activity promotes desirable public relationships.

In many communities, there is no local

newspaper and very few activities outside the school. Where this is the case, the school paper has an additional duty—that of carrying general and local news and school and church announcements. Where this is true the school fills a community need and therefore creates a more friendly and more informed attitude toward the school. One objective of many schools in such communities is to make the school the center of the community. The school paper contributes greatly toward this objective.

The people who have no children in school and who never have had an opportunity to attend a great deal themselves will enjoy reading the school paper and thereby have a greater understanding and tolerance for the school.

An ever-ready critic of the school and of extra-curricular activities in particular, will make little or no complaint about the school paper.

A Building Project Can Build Character

CHARLES C. CLINE

Superintendent of the Consolidated School, Van Buren, Michigan

THE question of how the secondary school can foster pupil initiative, resourcefulness, and responsibility has confronted thoughtful administrators for a long time. Here is an account of a real project that may have some significant implications.

Several years ago a motley group of boys met with an instructor. Every boy was labeled a failure, lacking in initiative, resourcefulness, and responsibility. They were discouraged, sullen and resentful. Two years later the same boys met around a victory banquet table happy, ambitious, and hopeful. The story of this transformation reads like a fairy tale, almost too fantastic to believe.

The first thing the instructor tried to do was to show the boys that this class, which incidentally met every period with the same instructor, had no requirements and that the boys would decide what they were to do. For three days the boys played softball before they decided that they wanted to build something. After considering many possibilities, the class decided to build a club house and shop.

Here the planning began. The boys talked to carpenters, masons, and contractors. They also read some books. They drew scale drawings. They talked to the city engineer and examined blue prints. They visited construc-

(Continued on page 33)

Problems of America on the Air

YES, IT was true. We were going to broadcast a panel discussion on National Defense from Radio Station KVOE, Santa Ana. Laguna Beach High School was on the air!

The class appeared more than interested. This was something a little different. We had been participating in the ordinary forums, panel discussions, and debates that every class in Problems of America has, but now we were to broadcast a panel discussion on the air. This was something out of the ordinary. Would it be successful? Well, only time and the listening public would tell.

Last December, from listening to one of our class panels on the subject of Rearmament, it appeared that similar discussions would certainly interest adults. Here was youth speaking its mind. Based upon a week's reading, the members of the panel and the class engaged in a lively forum discussion that would rival many adult forums on the air. A quick, lively exchange of opinion was present; and after the panel opened the discussion to the entire class, the questions that the members of the class directed at the panel proved that the students were not the least bit hesitant in putting the members of the panel "on the spot."

But how to sell the idea to a radio station? The answer was in the recording machine. We recorded a ten minute discussion, let the manager of the radio station listen to the record, and the idea sold itself—a youth forum wherein the youth would comprise the panel and the audience!

We tried three fifteen minute discussions, from 7:00 to 7:15 P. M. every Thursday night. The response of the listening public

CLIFFORD W. MUCHOW

Speech Instructor, Laguna Beach High School, Laguna Beach, California

convinced the radio station authorities that a full half hour program might work. Accordingly, we are now engaged in planning a fifteen minute panel and then a fifteen minute forum. During the forum period, the student audience in the studio directs questions at the members of the panel.

The series of programs, as I see it, has two very good educational points. First, it enables the adults of the community to become acquainted with youth's viewpoints. Second, it provides excellent radio experience for the members of the panel and the audience.

A tentative list of subjects for the remainder of the year has been submitted to the radio authorities, with the provision that the list may be changed if current happenings warrant such a change. Laguna Beach High School is acting as the host to other high schools in Orange County and two high school students from some guest school will participate on the panel each time along with two students from Laguna Beach High School.

On our first half hour program, students from San Juan Capistrano, Santa Ana, and Laguna Beach High Schools were present in the studio audience. All of the students were eager to have their questions go over the air. As for preparation of material for the broadcast, we use the same topics of discussion that we use for discussion purposes in the Problems of America class. A magazine list of articles related to the subject is prepared a week in advance, all students read on the subject, a brief background is conducted in



Guests from Neighboring High Schools in the Studio Audience

class, and then at the end of the week the radio panel is conducted.

Our list of subjects includes such subjects as "Youth Looks at the Labor Situation", "The Refugee Problem in Europe and America", "Aid to Great Britain", Youth Looks at Religion", etc. The Public evidently appreciates our radio program, for we have received hundreds of cards and letters, and it is more than evident that the students enjoy it. And lastly, from the teacher's viewpoint, it is the type of extra-curricular activity that one actually enjoys doing. Why not try such a program in your own community?

Report of the Joint Convention, July 1-3

ADELINE M. SMITH
*Bloom Township High School,
Chicago Heights, Illinois*

THE JOINT convention of the National Association of Student Councils and the National Conference on Student Participation in School Administration was held at Tufts College, Medford, Massachusetts, July 1-3, 1941. The theme was "Youth Learning and Working Together in the American Way."

Following the registration, the first session was opened by William Carroll, President of the National Association of Student Councils. After greetings from Governor Saltonstall were given, Dean George M. Miller, Vice-president of Tufts College gave the principal address.

Dean Miller stressed the challenge to democracy in our modern age and the necessity of getting back to fundamental ideals of liberty and the preservation of our form of government. He spoke of the abuses that threaten our liberty, such as racketeering, political patronage, lack of honesty in public officials, the prevalence of crime, and the dangerous belief on the part of some people that the world owes them a living. After listing these and other evils, he suggested that these were only barnacles that had attached themselves to the ship of state. He said that the cure was not to sink the ship of state, but to scrape off the barnacles.

Following the general meetings, the members met in groups to discuss the following problems: service organizations, clubs and their place in high school, civil service, and financing student activities.

Tuesday a special session of the National Conference was held. After the business meeting, Miss Reita Rigg of Hastings, Min-

nesota, discussed the "Value of State Organizations." The same evening the Somerville High School sponsored a dance for all representatives of the National Association of Student Councils.

Wednesday and Thursday afternoons "patriotic pilgrimages" were made to shrines famous in American history—Plymouth, Lexington, and Concord.

The climax of the convention was the luncheon. Dr. Willis A. Sutton, who originated the National Association of Student Councils, was the guest speaker. In his delightful informal way Dr. Sutton said to the young people: "The country is yours; the future depends upon you. What are you going to do with your heritage? Your life should be used for the good of the community. All people must learn to work together. Life is a grand thing and the greatest thing in man is the spirit."

In conclusion Dr. Sutton said: "No matter what happens, the democratic way of life shall endure. All people must be converted to the democratic way of life, and above all, young people believe in truth and in God."

After the introduction of the new officers of both organizations, the convention adjourned to meet in Denver in July, 1942.

OFFICERS FOR 1942

National Conference on Student Participation
President—Miss Reita Rigg, Hastings High
School, Hastings, Minnesota.

Vice-presidents—

Mr. George Mahood, High School, Freeport,
New York.

Professor Lester Kirkendall, Oklahoma City,
Oklahoma.

Miss Frieda Koontz, Richmond, Virginia.

Miss Adeline M. Smith, Bloom Township
High School, Chicago Heights, Illinois.

Miss M. Asenath, Van Buren High School,
Ithaca, New York.

Secretary Treasurer—Miss Alice G. Langford,
B.M.C. Durfee High School, Fall River,
Massachusetts.

National Association of Student Councils
President—Warren Stidman, Anderson, Ind.
Vice-presidents—

First—Gladys Yates, Fall River, Mass.

Second—Richard Kosaki—Honolulu, T.H.

Third—Virginia Ford, Seattle, Wash.

Fourth—Vincent Sprachlin, Miami, Fla.

Secretary—Edna Jackson, Springfield, Ill.

Directors—

Mr. Edwin F. Pidgeon, High School, Medford, Mass.

Miss Linda Barry, Shorewood High School,
Milwaukee, Wisconsin.

Girls' Drill Teams

FOR SOME time, school administrators have debated the educational value of girl's drill teams in secondary schools. Some schools have abolished drill teams, and some have definitely included them in the curriculum and are giving credit toward graduation for satisfactory drill team work.

The El Centro High School Girls' Drill Team (Sergeanettes) is growing to be one of the outstanding organizations in that high school. Its singular ability to influence the girls to a desirable type of conduct justifies its being. The drill team work develops a girl's character and brings out her finest points. The code of honor maintained within its forces is of the highest standard, inspiring the development of a girl's best qualities.

Each girl in high school is eligible to be a Sergeanette. She volunteers her service to the drill team and submits her name as a prospective member. In order for a girl to be a member she must:

- (1) Have and maintain an average of "C" in her subjects.
- (2) Pass a test on her posture and her ability to keep time to music.
- (3) Present a health certificate from a doctor stating that she is in good physical condition.
- (4) Be in good standing with the student body, office, and each faculty member.
- (5) Be voted upon by the present members.
- (6) Pass a rigid examination on the constitution of the organization.

Drill squad does not take the place of physical education but involves additional work. The girl's drill practice is held an hour before school. Each member furnishes her own uniform and pays her admission to the games; each leader furnishes her own baton; and the school buys the drums for the drum corps. During the half, at football games, the squad drills by itself for about three and a half minutes. This makes a snappy performance. Then the band drill gives another performance and is alone on the field. This avoids friction between the groups and sponsors, and time is not wasted during practices. The public seems to approve of this arrangement, as it gives a better show.

On Monday each girl learns her part of the drill and knows what is expected of her at the Friday night game. She works earnestly the entire week. Because of this responsibility the members have a closer bond, and there is almost perfect harmony.

The purpose of the Sergeanettes is not

KAY W. TEER
Central Junior College,
El Centro, California

merely to give a show at games but to increase:

- (1) scholarship
- (2) fellowship
- (3) sportsmanship
- (4) service
- (5) character

Sergeanettes are divided into three working factions: drilling, cheering, and business. Each division works in harmony with the other two, and has different officers with individual responsibilities.

The drill section is solely for exhibition and maintains very strict discipline. Demerits are given for violation of the constitution, and a total of twenty-five demerits dismisses one from the organization. A person charged with a violation is brought before an officers' court for trial, and action is taken. A major has complete charge of the group. Working under the major are two captains (twirler and prancer), four lieutenants (twirlers), and a lieutenant drummer of the drum corps. All the incoming military officers are appointed by the officers' court and the sponsor, on the basis of experience, leadership, personality, and skill. All new officers, except the major, are notified of their promotion or appointment at the annual Sergeanette Round-up (dance or banquet). The major is usually promoted from first captain and is given a silver whistle in the final drill of the year.

The cheering section is led by two boys and two girls, elected by the entire student body by popular vote. These leaders, with the sponsor, elect a head cheer leader whose word is law. His duties consist of keeping the girls in the stands, providing a place for them to sit, seeing that outsiders do not annoy them, and deciding what, how, and when to yell. He also acts as school host, and introduces guest leaders to our student body, and makes every effort to see that our guests are comfortable.

The business organization has a president, who also acts as a publicity chairman; a vice-president, who serves as an eligibility chairman; a secretary-treasurer; and a decoration chairman, who decorates goal posts at football games and the stage for assembly programs.

(Continued on page 34)

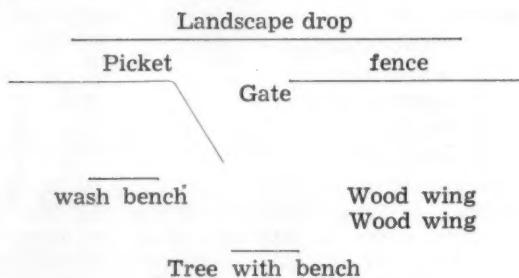
BACK TO THE FARM

A Play in Three Acts*

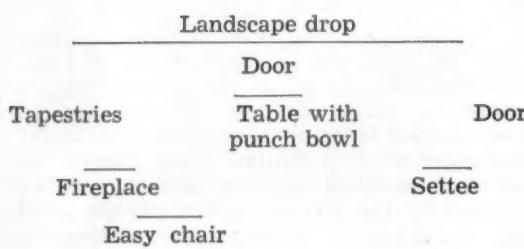
by MERLINE H. SHUMWAY

PLAN OF STAGE

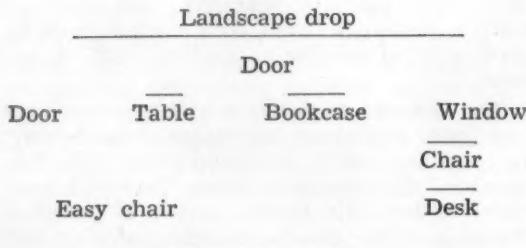
ACT I



ACT II



ACT III



CAST OF CHARACTERS

CHARLES MERILL, a farmer of the old school
MERTON MERILL, his son
MRS MERILL, the farmer's thrifty wife
ROSE MEADE, the school teacher
GUS ANDERSON, the hired man
REUBEN ALLEN, a neighbor
MR. ASHLEY, a lawyer and real estate agent
ROBERT POWELL, a senior in law

MARGERIE LANGDON, a promising society debutante
HULDA, the maid

ACT I

The Merill farm. Mid-autumn. Morning.

ACT II

The University of Minnesota. Five years later. At a fraternity ball.

ACT III

Merton's study at the Merill farm. Two years later. Morning.

CHARACTERS AND COSTUMES

Mrs. Merill is a short woman of about fifty, with silvery-gray hair. She walks with a quick, nervous gait, and her words are snapped out with a knowing air. In Act I she wears a kitchen apron over a plain, dark dress. In Act II she wears an old-fashioned black silk skirt; short, tightly fitted jacket and neat, but out-of-date, hat. In Act III she wears a light print house dress and a small white apron.

Mr. Merill is a tall, rather thin man of the Yankee type, about fifty years old. His shoulders are stooped, and he walks with a shuffling gait. He speaks in a hard, dry, authoritative voice. He wears blue overalls, flannel shirt, and a gray felt hat.

Mr. Allen is a typical Yankee. He talks with a Yankee drawl. He has a chin beard. He wears a straw hat, overalls, high boots, and a ragged flannel shirt.

Rose Meade is a pretty, vivacious girl of about twenty, with somewhat more style than the ordinary country girl. She has a sweet voice, an attractive manner, and much personal charm. In Act I she wears a simple pink linen dress with white collar and cuffs and carries a large straw hat. In Act II she wears a pretty evening dress. In Act III she is dressed in a traveling suit.

Merton Merill is a rather awkward country boy of nineteen. He is very earnest and gives the impression of having thought more than either Allen or his father. In Act I he wears the ordinary clothes of a farm hand. In Act II he is dressed to suit the occasion. In Act III he has a gray flannel shirt and gray trousers.

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Mr. Ashley is a lawyer of about thirty, very much impressed with his own dignity, eager to give advice. He is determined to make a success in life. In Act I he is dressed in a hunting suit and carries a shot gun. In Act II he wears a conventional dress suit; in Act III, a business suit.

Gus Anderson is a large-boned, awkward man of thirty. He is of decided Scandinavian type with a shock of yellow hair, and has a broad Scandinavian accent. In Act I he wears overalls and a gray shirt, the sleeves of which are rolled up showing a red undershirt. In Act III he wears a white dairyman's suit and white cap.

Hulda is a Swedish girl who has just come over. She is lazy and shiftless, but very good-natured. She has untidy yellow hair, blue eyes, and a large mouth which is open most of the time. She wears a red calico waist, flowered pink skirt, and a blue gingham apron tied on crooked.

Robert is a jolly college boy. His chief interest in college is its gayety. In Act III he wears overalls and flannel shirt.

Margerie Langdon is a college belle. She is clever, vivacious, and eager for a good time. She wears an elaborate evening dress.

ACT I

Scene, the Merill farm in mid-autumn. An old-fashioned frame cottage to the right with low porch and two steps leading up to it. Trellised over the porch are climbing roses. In front stands a low bench on which is a pail partly filled with water, a wash basin, and a bar of soap. Wood wings to the left. The landscape backing is a farm scene showing fields, pastures, and grain stacks. A rustic fence is in the rear with a gate in the center. A tree down L. with a rustic bench beneath.

At rise of curtain, a faint light is streaming through the trees at the left. As the act progresses the lights grow brighter gradually until the border and footlights are on full.

Music—Home Sweet Home—low and gradually dying out. A cock crows. A cow moos. Noise within house of the shaking of a stove grate.

(Enter Mr. Merill, L. He crosses to the door of the house and calls.)

MERILL. Gus! (Pause. Cock again crows.) Oh, Gus! (Pause. Cow moos.) Gus! (indignantly.)

GUS. (from within house; yawns sleepily.) Ay ban standing oup.

MERILL. Merton! (louder) Merton! (still louder) Merton!

MERTON. (from within house.) Ah ha.

MERILL. Roll out. It's late. Ma!

MRS. MERILL. (from within house.) Yes, I'm up. (Cock crows.)

MERILL. Gus!

GUS (from within house). Ay ban commin.

MERILL (with authority.) Well, get down here! It's a quarter past five. Merton!

MERTON (from within house; uncomfortably.) Yes.

MERILL. This is the last time I'll call you. (Cow moos.)

(Exit Merill, L.)

(Noise from house as pail falls off a table.) Gus (Angrily). Dog-gone das har anaway. (Enter Gus from house.) Ay ain't waked oup yet. (Carrying two milk pails, he crosses to R. C., sets pails down, rubs eyes, yawns, and stretches.) Ma goodness, but ay ban sleepy. (Places hand to forehead.) Ma, such a headache. (Emphatically) Ay bet you ay not go to town again. (Cow moos. Gus looks up.) Das is all right boss, ay milk you right avay. (Picks up pails and crosses to L. C.)

(Enter Mrs. Merill)

MRS. MERILL (from doorway). Hurry in with that milk, Gus. I need some for breakfast.

Gus. Yaw, Ay vil. (Exit yawning and singing.) Keep on the sunny side, Alvays on the sunny side, Keep on da sunny side of life." (Sings brokenly.)

(Exit Gus, L.)

MRS. MERILL. Merton! (Pause.) Merton!

MERTON (from within house). Yes, I'm gettin up.

MRS. MERILL (angrily). Now you just hurry up out of there. Pa will be awful mad if he comes in and finds you in bed.

(Enter Allen from L. E. He looks right and left and calls out in a sing-song way.)

ALLEN. Hello, everybody!

(Enter Mrs. Merill carrying a grape basket.)

MRS. MERILL. Why, good morning, Mr. Allen. What are you doing over here so bright and early?

ALLEN (slowly). Why, I promised Charles t' other day I'd come up and help him get that 'ere hay down in the slough. I reckoned I'd come up early, so's we could get a good start.

MRS. MERILL (throwing up hands in despair). My goodness, has he gone to haying again?

ALLEN. Wall, that's what he says to me. Said he'd been aimin' to get at that grass for a month. Another rain, and he'll lose it.

MRS. MERILL (with disgust). Land sakes, that's just the way with him, he's always behind with the work. (Comes down to R. C.) I get so disgusted sometimes I think I can't stand it a minute longer. No matter what season of the year it is, he's behind. Haying when he should be cutting; cutting when he ought to be plowing. I just wish nature would

slip a cog sometime, so as to give him a chance to catch up.

ALLEN (goes over to tree, picks up a stick of wood and proceeds to whittle it.) Well, I reckon as how he wished 'twould, too, cause he's got to have some hay for the cattle this winter.

MRS. MERILL (looking up with surprise). Well, if them chickens haven't gone and got into the garden again. They seem to stay up all night, so as to get into the garden early in the morning. (Picks up apron.) Shoo chicks! Shoo! Shoo! Shoo!

(Exit Mrs. Merill, L.)

ALLEN (Stands up against tree, takes plug of tobacco from his pocket and bites off a chew, looking after her). Gosh all fishhooks, she sure's a busy old soul. If my wife was like that I reckon as how I'd have to get out and mow the clover some myself. (Places one foot on bench.)

(Enter Miss Rose, R., carrying a bunch of wild flowers.)

ROSE. Good morning, Mr. Allen.

ALLEN (turning quickly). Why good morning schoolmarm. (Crosses to R. C.) Ain't you up rather early?

ROSE. Oh, I always like to get up early so as to get the benefit of this morning air. It's so exhilarating. Don't you think so? (Comes down to C.)

ALLEN. Ex — ex — exhilarating. (Scratches head.) I shouldn't wonder but what it was.

ROSE (smiling). You folks are all coming over to the program my school children are going to give, aren't you?

ALLEN. Wall, calculate we'd have a scrumptious time all right. (Crosses to tree and expectorates behind the tree.) But ma says we ought to stay hum and finish painting the kitchen floor so I reckon we'll have to postpone it.

ROSE (imploringly). I would like very much to have you come, if you thought you possibly could. The children are going to do splendidly, I think. (Crosses to bench and sits down.)

ALLEN. Wall, you see, we farmers are pretty busy folks. We don't have no time to attend these society doin's.

ROSE. If I could only work up more interest in this community in the schoolhouse as a social center, we could have perfectly lovely times together. (Looks up with a resolute little smile.)

ALLEN. I reckon you will have to get them 'ere fool notions out of your head. I was reading a piece t'other day in the farm paper. They wanted to make the skulehouse into one of these here employment agencies. Wall, of all the durn fool ideas I ever heard of, that takes the cake! (Crosses to her and places one foot on bench.)

ROSE. What makes you think that? (Arranges her flowers.)

ALLEN. Why, what do we farmers need of such a thing? We got enough work as it is. (Shifts his cud, and expectorates behind tree.) Them folks as writes them pieces gets paid for it. They don't know what we farmers need. All they got to do is tell their typewriter what they want and the typewriter does it for 'em. They can't— (Enter Merill from L., carrying a mower sickle.)

MERILL. Good morning, Allen, yer over rather early.

ALLEN. I left the old woman home ter do the chores. What can I do to help?

MERILL. Why, you can go out in the barn and harness up Tom and Jerry. Use that light set of harness. You'll find some wire on the gate to splice the straps. (Crosses to grindstone, and leans sickle against it.)

ALLEN (to Rose). See that cow rubbin' her ear on that fence pust? (Points to the left.)

ROSE (rises and crosses to him). Yes.

ALLEN. Wall, that's a sign of rain.

ROSE. Is that so? How do you make that out?

ALLEN. "When a cow rubs her ear, it means a shower is very near."

ROSE (laughingly). If I were you. Mr. Allen, I would train a cow to do that so I could have rain whenever I needed it.

ALLEN. I don't think it works out that way.

(Exeunt Rose and Allen, L.) (Enter Merton from the house. Crosses stage to R. C.)

MERILL (angrily, on seeing him). Well, this is a pretty time of day to be getting up. If you intend to work for me, you will have to get up in the morning. I'm paying you wages just the same as any man. Where did you go last night?

MERTON (sulkily, after a pause). I went to the dance.

MERILL (amazed). Dance! You heard what I told you about that dance, didn't you? (pause) Didn't you?

MERTON. Why, yes, but—

MERILL (interrupting). Just because you are getting old now I'm not going to have you gallivanting over the country. You are going to mind me as long as you stay here.

MERTON. Why, Gus went. Why don't you—

MERILL (between his teeth, angrily). Never you mind what Gus did. I'm talking to you now. So long as you work for me you'll do just as I say.

MERTON (angrily). That's what you always say, but don't forget, just because you are paying me wages that I'm not a machine. I've got to have some fun. You can't expect me to stay here on the farm day in and day out. (Turns and crosses over to tree.)

MERILL (following him up). We'll find out

whether you can or not. The sooner we come to an understanding, the better.

MERTON (*turning and facing his father*). Now, look here, Dad, I'm not a kid any more. You treat me as if I were a baby. I'm old enough to be a little independent.

MERILL. *Independent!* You talking independence! Oh, yes, you've got a high school education, I know, and it ain't going to hurt you a bit, now, if you forget about it. What could you do without me and the old farm?

MERTON. I can get something to do all right. I want to get out and see some of the world, anyway. Life is too short to stay here on this little farm.

MERILL (*somewhat more calmly*). I would have given you a chance to go to the city to school, but you'd only have been discontented and not want to come back on the farm.

MERTON. If I did, it would be because I liked city life better than I do the farm. I don't have to stay here under the rule of your thumb all my life. I've been penned here long enough. If I want to go to a dance, I'm going whether you like it or not.

MERILL (*in anger*). Why, you independent, (*raises hand as if to strike him*) you, (*pause*) how dare you talk to me this way?

MERTON (*holding his father's arm*) I am getting a little too old for such treatment, Dad. That's the way you have made me see your side of an argument ever since I have been old enough to stand it. (*Merill gradually drops hand to side*.) I've worked out there in those fields for the last ten years and I have had a good deal of time to think things over seriously. I want to get away from this farm and do something worth-while, something big. I have no opportunities here. It's the same continuous round, the four seasons of the year. I could plow, harrow, and plant grain when I was twelve years old, and still you want me to do this all my life. I can't rise above the standard of a twelve-year-old-boy, with no chance to broaden my views or make the work interesting. I'm fed up on your ways. (*Turns and crosses over L.*)

(Enter Mrs. Merill, carrying a grape basket filled with kindling, followed by Gus.)

MRS. MERILL (*in surprise*). Why, what's the matter, Merton?

MERTON (*sulkily*). Nothing much.

(Exit Merton, L.)

(Enter Gus)

Gus (*carrying milk pails, crosses to Merill, who is looking after the boy in a dazed sort of way, and sets down pails*) Ay quit, ay vant ma pay.

MERILL (*still staring after the boy absent-ly*). What's the matter, Gus?

Gus (*emphatically*). Ay no milk your cow any more. Ay quit.

MERILL (*as if noticing for the first time*). What's the trouble?

Gus. Ah, your vife she kick all a time. Ay quit.

MRS. MERILL. I've told him time and again not to put his hands in the milk, but that's all the good it does. This morning he did it again. I'll not have it. It's a dirty, filthy habit.

Gus. Ay can't milk with a dry hand; Ay want ma pay.

MERILL (*sternly*). Gus, go out to the barn and finish milking.

Gus. Dog-gone das—

MERILL (*commandingly*). You heard what I said. Get goin'.

Gus. By golly, some day I vill quit. (*Picks up pails and crosses to L. E.*) Ay don't have to vork har all de time. Dese women make me so darn mad.

(Exit Gus, L.)

MRS. MERILL (*to Merill*). Did you and Merton have a quarrel this morning? He was as white as a ghost when I came in.

MERILL. He didn't get in till two o'clock last night. Said he'd been to a dance. When I called him down, he insulted me. It's the first time he's ever talked to me in this way. (*Crosses to porch and buries his face in his hands*.)

MRS. MERILL (*crosses to him; soothingly*). Don't you think you are rather harsh with Merton, Pa? He's getting old now, almost a man. Merton has always been a good boy, and has done just as you told him. You should give him more liberty. You can't expect him to stay here on the farm and be contented, when you give him no more opportunities than you do. He sees Gus go out nights, and you say nothing to him. He thinks if he gets out he ought to have the same privileges.

MERILL (*jumps to his feet; angrily*). That's just like you! Always standing up for him. If I call him down for what he has done, you side in and take his part. That's what's the trouble with him now. You wanted to send him to town to the high school. What good did it do him? Just got some of those new-fangled ideas into his head. He isn't content to stay on the farm any more. He's going to stay here and do as I say or he's going to get out. Why doesn't he settle down now? He's got his education. I told him the other day that when he settled down and married I'd turn the farm over to him. But no, he's got to go chasing over the country first. I was married when I was his age. Why can't he do that too?

MRS. MERILL. Times have changed, Pa; they don't do that way now.

(Enter Merton, L.)

MERILL (*to Merton*). Sharpen up that sickle.

(Exit Merill, L.)

MRS. MERILL (*to Merton, who has taken the sickle and proceeds to sharpen it*). Why did you insist on going to the dance last night, when you knew your father didn't want you to?

MERTON. Oh, I don't know. (Sits facing right. Mrs. Merill looks at him sympathetically, and goes into the house.)

(Enter Miss Rose from L., leading a shepherd dog and talking to it as she enters running.)

ROSE. Why, what's the matter with you, Don? You're not much of a sprinter anymore. (Opens gate and comes down to bench, sits down, strokes dog's head.) I believe I could beat you easily in a hundred-yard dash. But then you have rheumatism. You are getting old, Don, you're not the dog you used to be. Every dog has his day and you've had yours, and a glorious life it has been, too, hasn't it? All the birds and jackrabbits that your little heart could desire to chase over the fields. Did you ever catch any, Don? I doubt it. Dogs are just like men. They will tramp all day in the hope of shooting a duck or a prairie chicken. (Tilts head sideways and speaks to Merton, who is furiously grinding the sickle. Shyly.) Did you hear that, Merton? Oh, Merton! (Crosses to him.) I believe the cat has his tongue. (To dog) Don't you, Don? What's the matter, Merton?

MERTON (laughing and looking up). I'm mad.

ROSE (shakes finger at him, warningly.) Angry. Any one of my pupils would have known better than that. Only dogs get mad. (To dog) Isn't it so, Don? (Tantalizingly) Did Merton's papa chastise him for running away to the dance? (Merton grinds.) No? Maybe his mamma chastised him. Couldn't Merton have his own way? (Merton throws his sickle down and starts for her with arms out-stretched.)

MERTON. I'll get even with you for this. (She dodges under his arm, and runs past him, leaving the tree between them.)

ROSE. You are not going to touch me. (To dog) Don't you let him, Don. You bite him if he comes past that tree.

MERTON. If I had you in my arms once I'd teach you something.

ROSE. You're not going to touch me. (Strikes dramatic attitude.) Villain, don't you pass that dividing line. (Laughs.)

MERTON (earnestly). Come, now, be reasonable. We'll compromise. I'll not touch you if you will tell me why you wouldn't go to the dance with me last night.

ROSE. Your father didn't want you to go. You should do as your father.

MERTON. That's no reason why you couldn't go.

ROSE. I didn't think you should go either.

MERTON. Why not?

ROSE. Why, you're young, and you work hard all day, and besides the dances they have around here are not just exactly proper.

MERTON. I was awfully mad—no, angry—at you last night.

ROSE. I know you were.

MERTON. I went anyway.

ROSE. And you made your father awfully mad—angry.

MERTON. Aw, say mad, it's more expressive. I know I did, but Pa's old fashioned. He doesn't stop to think he was once a kid. I'll bet he went out nights when he was a boy.

ROSE. Most likely that's the reason he wants to bring you up properly. You can benefit by his experience.

MERTON. No, that doesn't work out. Everyone has to find out such things for himself. ROSE. Then you did find out?

MERTON. I feel awfully bum this morning.

ROSE (laughing). That's the boy. I knew you would own up to it. You can sit down if you want to. (They both sit on bench. Exit Don L.) The trouble with you is that you are so headstrong. If anyone wants you to do a thing, you want to do just the opposite.

MERTON. You seem to understand my disposition pretty well. (Sits nearer.)

ROSE. I can only judge others by myself. My father didn't want me to come out here and teach, but I wanted to get away. I think I am quite efficient in my practical knowledge of human nature. Teachers need to be.

MERTON. Then you know how I feel toward you, Rose?

ROSE. Toward me?

MERTON. Yes.

ROSE. Why I suppose you are annoyed at me for not going to the dance with you last night.

MERTON. It's not that.

ROSE. What then? (Suddenly becomes preoccupied, fingering the flowers on her hat.)

MERTON (squaring his shoulders and clearing his throat). Oh—well, you see—I—Miss Meade—Rose, it's this way. I've known you ever since you started to teach school here and boarded at our house.

ROSE. Yes.

MERTON (leaning forward and speaking in soft tones.) Well, you've been awful good to me, and I've liked you from the first—and—well—I've tried to be the same to you. (After a brief pause) I want to ask you to—(Takes her hand in his). Rose, I love you, and I want to ask—

ROSE (rises and stands pleadingly). Please don't go on—

MERTON (pleadingly). No, don't go, Rose. I'm in dead earnest about this. Sit down. (She obeys.) You know what I was going to ask you.

ROSE. You were going to ask me—to—

MERTON. Marry me.

ROSE. Please don't.

MERTON. Why not?

ROSE. It's so utterly impossible.

MERTON. I don't see why.

ROSE. Why I—I had thought— (half rising).

MERTON. No, wait. It's someone else? Some city fellow?

ROSE. No, it's not that.

MERTON. What is it, then?

ROSE. Please don't ask me. Can't you see?

MERTON. No. My Father told me the other day that when I married and settled down he'd turn the farm over to me. This is a good farm, and—

ROSE. It is not that I am thinking about.

MERTON. Then what is it? Tell me. Don't you like me?

ROSE. Why, yes, I think you are a nice boy. I haven't looked at it—I never thought of you in any other way. Can't you see?

MERTON. No.

ROSE. You are hardly more than a boy, only twenty.

MERTON. Lots of folks get married at that age. I don't think I could make a better choice, if I lived ever so long.

ROSE. It's so impossible, Merton. I was brought up in the city. My people have let me have all that I asked for. I never did any real hard work. I couldn't become accustomed to the life on the farm. What would my life be here?

MERTON. What more does a girl want? What is a girl's ambition but to get married and have a home.

ROSE. I couldn't become a farmer's wife. The man I marry must provide me with the conveniences that I am accustomed to. What is the life of a farmer's wife? She must work from sunrise to sunset. Work! Work! Work! Nothing but dull drudgery.

MERTON (rising). I hadn't thought about it in that way before. Come to think about it, you wouldn't make me a very good wife. I hadn't thought of this matter seriously enough. I suppose you would marry any man that could furnish you with a car, fine clothes, cut flowers, and luxuries of all kinds. Is that your idea of happiness?

ROSE. Merton!

MERTON. Can't I choose a wife with regard to my own happiness? If we loved each other in the right way, if we understood life at its best, we would stand shoulder to shoulder, and work humbly and gratefully at whatever was at hand. But being a farmer, I can't have a refined and intelligent wife. I can't have a lovely wife who will grow in loveliness, who will bring up my children with high ideals and great aspirations. Why? Because a farmer's wife must work, cook, sew, scrub, clean house. Do you think that it was with that idea that I asked you to marry me? Answer me, do you?

ROSE (rises and crosses over). But, Merton, that is the view that most of the farmers take of the situation. There is a great deal of truth in what you say. More than you imagine.

MERTON (crossing to her, takes her hand in his). But just the same, Rose, I love you. I am going off and learn how to farm. I know there are ways of doing it right and some day I'll come back and make you see that the right kind of farm home is the happiest place on earth.

ROSE. You never can do it, Merton. It just isn't possible.

MERTON. Just you wait and see.

(Enter Gus, singing, from L. E. Rose and Merton move suddenly apart, looking embarrassed. Gus is carrying pails full of milk, his clothes are covered with chaff.)

Gus. "Open vide the windows and drive out sin, and let a little sunshine in." (To Merton) Say, Merton, da ol' man he wants ter know vot you did vid das hare set of wagon double tras. (He sets the pails down in front of Rose.)

MERTON. They are on the drag. (Crosses to grindstone and resumes the task of sharpening sickle. Rose crosses and sits on bench. Gus crosses to L. E. and calls off wings.)

Gus. Mr. Merill, day ban on der drag by da granary. (Crosses to pails. Looks at Rose.) Hello.

ROSE (to Gus). Why, Gus, have you been burrowing in the straw pile? Your clothes are covered with chaff. You look like a typical hayseed.

Gus. No, ay vos yust stooping over in das manger to get some bedding and das here cow he got too fresh mit his horns, and butted me right up in das har manger. (Rose laughs. Gus stands over the milk pails and brushes the chaff from his clothes.)

ROSE (screaming). Don't.

Gus (jumping). Vot ban the matter with you?

ROSE. You are brushing that chaff and dirt right into the milk.

Gus. Val, ain't I going to strain it.

ROSE. You might get the milk contaminated with germs.

Gus. Vell, I'll strain dem out, too!

ROSE (laughingly). They are so small you can't strain them out!

Gus. Val, dan dey ain't going to hurt nobody. Ay ban on the farm pretty long while, and ay ain't seen no yermes yet. Das har postmaster over in town says there vas yermes in everything. He says at ban dangerous to handle paper money, but ha don't stop none to take a chaw of my terbacker. Yermes are just something to talk about.

MRS. MERILL (from doorway). Gus, you hurry in with that milk. It seems to me that you could do the milking in less time.

Gus. Val, ay can't do everything at once. (Picks up the pails and goes into the house.)

ROSE (crossing to Merton). You can't make

Gus believe there is anything but what he can see.

(Enter Mr. Ashley, L.)

ASHLEY (crossing to gate). Good morning. (Tips his cap.)

ROSE (turning). Why, it's Mr. Ashley. Hunting so early in the morning?

ASHLEY. Well, they do say that "the early bird catches the worm." (Opens gate and comes down stage.) I don't know whether the rule will apply to the man catching the bird or not. You don't happen to know of a covey around here do you, Merton? (Shakes hands with Rose.)

MERTON. There's one down at the end of the corn field, but I was figuring on them myself. Won't you stop for breakfast?

ASHLEY. Is breakfast ready?

MERTON. Very nearly, I guess.

ASHLEY. Well, now, I say, that is a temptation. I wanted to see Mr. Merill on a little business matter, anyway.

MERTON (calling to house). Ma.

MRS. MERILL (from house). Yes. (Comes to doorway with hands covered with flour.)

MERTON. Mr. Ashley is going to stop for breakfast.

MRS. MERILL. Good morning, Mr. Ashley. (Ashley tips his cap.) We're not having much for breakfast. Do you like baking powder biscuits and honey?

ASHLEY (clapping his hands with delight). Do I? Homemade baking-powder biscuits and honey. Could I think of anything more delicious? To my mind homemade biscuits and honey are the acme of life. I love them.

MRS. MERILL. Then do stay.

(Exit Mrs. Merill into house)

ROSE. You must get tired of boarding at the hotel all the time.

ASHLEY. I should say I do.

ROSE. I don't see why you remain a bachelor, Mr. Ashley, with all the pretty girls there are in town. I should think you would find one that could make baking powder biscuits for you.

ASHLEY. There is a certain young lady that teaches school, outside of town, who looks very charming to me. (Laughs and crosses stage, leans gun against tree. Rose rises and crosses toward house.)

MERTON (to Rose, who is beside him). There is your chance, Rose, he'll buy you all the automobiles you want.

ROSE (stamping her foot indignantly). Merton, you let that matter drop.

(Exit Rose into house)

(Enter Gus from house with milk pails.)

Gus (crossing to Mr. Ashley). Good morning Mr. Ashley, ay vas yust going down to feed the pigs. Ve got some fine vons. Vant to see them?

ASHLEY. No, I came to see Mr. Merill.

Gus. He ban down to the barn.

MRS. MERILL (from doorway). Gus, you bring me in an armful of wood, quick.

GUS. Ya. (Mrs. Merill goes into house.) By golly, das here women folks dey work a man to deat'. (Picks up pails.)

(Exit Gus, L.)

MERTON (crossing to Ashley.) Mr. Ashley.

ASHLEY (turning). Yes.

MERTON. I'd like to have your opinion on a certain matter.

ASHLEY. Why surely. (Crosses to R. C.)

MERTON. I suppose you lawyers want pay for all the advice you give out.

ASHLEY (smiling). Well, now, that depends. We're not all so bad as we are painted.

MERTON. I've made up my mind that I need further education. I've never been off the farm. All I know about farming I've learned from doing it. Aren't there places where they teach you how, and why? It seems to me you could save a lot of time and work if you knew the best methods. Men get trained for almost every other kind of occupation, why not for farming?

ASHLEY. Certainly, Merton. You have hit the nail on the head. Many of the best universities now have agricultural schools, and every year their value to the community increases. It won't be long before it will be considered as shortsighted for a man to try to be a farmer without any training, as it would be for him to be an engineer. (They cross to bench, sit, and continue conversation.) (Enter Mrs. Merill, from doorway, and Gus, L. C., carrying an armful of wood.)

MRS. MERILL (to Gus). Well, it's time you got in with that wood, the fire is nearly out. I might a good deal better do things myself than to expect you to do them.

GUS (crossing stage.) Val, ay can't do everything at vonce. (Falls on porch and scatters wood.)

MRS. MERILL. Land sakes! You are the awkwarest man I ever saw. Now pick that wood up and put it into the wood box where it belongs. You can't seem to do a thing without making a mess of it.

GUS (begins calmly to pick up the wood). Dog-gone das. Ay get me mad, by golly, ay going to quit.

MRS. MERILL. Well, you won't quit till you get this wood off my porch, I'll tell you that.

(Exit Mrs. Merill into house)

GUS (calling after her). Ay vill tal Mr. Merill on you. He'll fix you. (Exit Gus with wood.. Noise as if wood were dropped into box, and Mrs. Merill's voice is heard scolding him.)

ASHLEY. Gus has been with you for some time, hasn't he?

MERTON. Ever since I can remember. Father wouldn't fire him for all the men in the

state. He is slow and ignorant, but he tries to do what Dad says.

(Enter Gus)

Gus (crossing stage, singing). "Open vide the windows and drive out sin and let a little sunshine in."

ASHLEY (to Gus). What will you take for the song, Gus?

Gus (turns, shakes head). At ain't for sale.

(Exit Gus, L.)

MERTON (to Ashley). I like the farm, Mr. Ashley, but I want to get out where they are doing really big things. Anyone can farm the way we do. Many of the farmers around here have been successful, some of them never saw the inside of a school.

ASHLEY. They have made a great deal of their money by land speculation. They live very near to the soil, and far away from the rest of the world. What the farm needs today is men who will farm scientifically, do common-sense farming, if you like that better. We must get away from this one-crop idea. Unless we do, this land will run down like the land in the eastern states.

MERTON. I have never considered farming a very high calling.

ASHLEY. It is true that the word, "hayseed" has been a term of contempt. But not so today. Farming is a highly respectable occupation. To be an honest tiller of the soil is to be a sovereign of the people. Every merchant, banker, and professional man is directly dependent upon the farmer for his own healthful existence.

MERTON. Would there be any money in it for me, I mean big money?

ASHLEY (standing). Possibly no enormous amount. Not all the trial balances in life can be struck out in figures.

MERTON. Would you advise me to go to an agricultural college?

ASHLEY. Yes, if you like the farm. It is no longer true to say that farming is too small a field for a really big man. I hope you will forgive me for preaching a sermon like this, but it is a subject that I have taken a great deal of interest in. It is one of great importance.

MERTON (standing). I thank you, Mr. Ashley, for the advice you have given. You have started me thinking.

ASHLEY. I wouldn't act hastily in the matter. Explain your wants to your father, arrange it so that you can work on the farm in the summer months.

MERTON. No, I want to be independent. I have enough money in the bank to carry me through one year, I guess, and in the summer I can go out in different localities and get something to do.

ASHLEY. Boy, let me give you a piece of advice. As long as you have a home to go to,

go there. Put your learning into practice here on the farm. Make this farm the best producer in the state. You can do it.

MERTON (shaking Ashley's hand). I'll try it. Thank you, Mr. Ashley.

ASHLEY. If you are dead in earnest about this, you will succeed. But remember, success depends upon the man, his knowledge and judgment, and his persistence. You are the kind—

(Enter Mr. Merill and Reuben Allen at L. C., talking. They cross the stage.)

ALLEN. I tell you it is going to rain.

MERILL (upon noticing Ashley). Good morning, Ashley, Hunting? (Shakes hands).

ASHLEY. Yes, I walked across lots. I hoped I might scare up a few chickens. I wanted to see you in regard to the mortgage. Your folks persuaded me to stop for breakfast.

MERILL. Why sure, come on over any time. You're always welcome at the Merill's.

ASHLEY. You certainly are hospitable, Mr. Merill.

MERILL (to Merton). Say, Merton, go down and chase that black and white heifer up out of the corn. I'm afraid she'll get more than's good for her. (Merton crosses to L. E.) And take a hammer along with you and fix up the fence there below the barn.

(Exit Merton, L.)

ALLEN (to Ashley). I was telling Charles as how he hadn't ought to get down any hay, as I calculate as how it was going to rain.

ASHLEY. Are you a weather prophet? It does not look like rain.

ALLEN. Wall, I've been pretty gosh durn observing in my time, and when I see the sun come up behind that cloud this morning, I 'spect as how it was going to rain. And then I heard a pig squeal last night, and that's a sure sign. I never knew that un to fail. (Crosses to bench, picks up a stick and busies himself whittling it.)

ASHLEY (to Merill). I brought that mortgage over for your signature. (Takes folded mortgage from his pocket). It is filled out properly, I think. Mr. Allen, will you act as a witness?

ALLEN. Sure. Buying more land, Merill?

(Enter Mrs. Merill from doorway.)

MERILL. Yes, I bought that quarter joining on the north where old man Smith lived.

MRS. MERILL (in surprise). What?

MERILL (taken back). Why, I am buying that quarter—

MRS. MERILL (interrupting). Buying more land? What do you want of any more land?

MERILL. Why I thought I could manage that quarter.

MRS. MERILL (commandingly). Well, you don't need it, and you ain't going to buy it. Going to raise more hogs, I suppose—to buy more land. We ain't going to need it, and

we're not going to have it. What's that paper you've got? (Snatches it from his hand.)

MERILL. That's the mortgage.

MRS. MERILL (in surprise). Mortgage! (Drops mortgage.) Mortgage! (Pleadingly) You weren't going to mortgage the homestead, were you? I'm just scared to death of a mortgage. Charley, you're not going to mortgage the—

MERILL (in anger). I guess I know what I am doing. You go into the house and let me attend to my own affairs.

MRS. MERILL (pleadingly). Don't, please, please don't, Pa. We've lived on the homestead for so long, and you're sure to lose it if—

ASHLEY (stoops and picks up mortgage from ground). Well, if that's the way your wife feels, I suppose it's all off. I didn't particularly care whether I sold it or not. I can get sixty for it in a year or so.

MERILL (to Mrs. Merill). I'll tend to this myself. Do you want me to lose this chance? It's a good speculation. (Takes mortgage from Ashley.) I know what I'm about. Haven't I kept the farm so far? I'm not going to have you whimpering around here. We'll go into the house and fix it up.

MRS. MERILL. We're getting too old, Pa, I don't want you to do it.

MERILL. Well, I'm going to, so that settles it.

MRS. MERILL (crossing slowly to house). I'm sure something will go wrong.

(Exit Mrs. Merill into house)

MERILL (in disgust). Just like a woman. Scared to death of anything like a mortgage.

(Exit Merill into house)

ASHLEY. May I have your signature also Mr. Allen?

ALLEN. Sure.

(Exeunt Ashley and Allen into house) (Enter Gus. He goes to washbench, pours some water into basin and washes vigorously. Then he wipes his face and hands.)

GUS (looking into house). By golly! Ve goin' to have company for breakfast, she's got on a white tablecloth. (Puts hand in pocket and pulls it out with a disgusted look.) Yee. Dar vas an egg in dar.

(Exit Gus into house) (Merill goes to grindstone and picks up sickle.

Re-enter Ashley.)

ASHLEY. That's a fine piece of land, Mr. Merill. As good a piece as there is in the state. (Crosses to bench.) Merton just expressed a desire to further his education.

MERILL (has been examining the sickle, turns quickly). What's that?

ASHLEY. Said he wanted to go off somewhere to school. I tried to show him the value of an agricultural education.

MERILL (putting sickle down). Well, he'll have to get that idea out of his head.

ASHLEY. Don't you think it would be helpful to him here on the farm?

MERILL. No, I don't. He's just getting old enough now so he can do a little work. I ain't got no money to spend on him, so he can learn to play football and crokinole and basketball and such darn fool games.

ASHLEY. But, Mr. Merill, surely you don't think that all their time is spent in athletics and sports, do you?

MERILL. Well, a good deal of it is. In order to be able to farm you don't have to be able to orate at a debating society. You can't learn how to farm in a laboratory nor by reading books. It's the experience you need in farming. I ain't had no schooling to speak of, and I'm just as good a farmer as any of 'em.

ASHLEY. One of the worst drawbacks that agriculture has today is the difficulty of inducing farmers to adopt improved methods.

MERILL. Well, I reckon they are wise enough not to let any white-fingered man, who reads out of a book, tell them what to do.

ASHLEY. It's an absolute fact, Mr. Merill, that the farms in this locality are producing less each year. What we need to do is to increase our production, and the only solution to the problem is the employment of more improved methods.

MERILL. Ah! that idea's just a fad! They'll get over it in time.

(Enter Mrs. Merill.)

MRS. MERILL. Breakfast is ready.

ASHLEY (crossing over). I hope you didn't make any extra preparations, Mrs. Merill.

MRS. MERILL. Oh, mercy, no.

(Exeunt Mrs. Merill and Ashley into house) (Enter Merton from L. E., crosses to washbench and begins to wash.)

MERILL (putting down sickle and picking up a whip from the ground). Ashley was just telling me that you wanted to go to an agricultural college.

MERTON. Yes, I had a little talk with him about it.

MERILL. Well you had better change your mind.

MERTON. Why should I?

MERILL. Because you are going to stay here on the farm.

MERTON. Mr. Ashley says that I could run the farm better if I had—

MERILL. I don't care what Ashley says, you're going to stay here, and the sooner you get that notion out of your head the better. Now, I'm going to give you your choice, stay here on the farm and do as I say or get out. If you get out, you're out for good.

MERTON (turns; pauses). I'm going to get an agricultural education.

MERILL. What?

MERTON. I don't feel like settling down here on the farm just yet. If you want to put it that way, I suppose I'll have to get out.

MERILL (*angrily*). I'll give you just thirty seconds to change your mind.

MERTON. I don't intend to.

MERILL You don't? (*Strikes him with whip*)

(Enter Mrs. Merill)

MRS. MERILL. Pa!

MERILL. Go into the house! (*Strikes him again*. Merton steps back. Mrs. Merill rushes to her husband and puts her hand on his arm. Merill pushes her aside. Merton then takes the whip from Merill, breaks it in pieces, and throws it on the ground.)

MERTON. I've stood all that I'm going to.

MERILL (*in mad rage*). You've taken your choice, now go up to your room and pack up what belongings you have, and go!

MRS. MERILL (*coming forward*). Pa, you don't mean—

MERILL. He's taking his choice, he's goin'! (*To Merton*) Don't you ever set foot on this farm again! (*Points to door*.) Get out! (*Merton goes out followed by Mrs. Merill, wiping her eyes on her apron*.) (*Curtain*)

(Continued next month)

In Act II Merton and Rose are at a fraternity ball. There Merton meets Mr. Ashley, who tells him something of the misfortunes that have overtaken his parents during the five years of his absence. Through mismanagement his father has lost his livestock from disease and his crops have failed. His father is broken in health, and the mortgage is being foreclosed. Late in the evening Merton's mother, who in desperation has come in search of her son, appears at the fraternity house and begs Merton to come home. Just before the curtain falls and while *Home, Sweet Home* is being played softly by the orchestra Merton renounces "catacombed tenement houses, congested business centers, and overdone fashions and amusements" and announces, "I am going back to live in God's country, back to the farm."

In Act III Merton has modernized the old farm and converted everyone there to his scientific methods. A lot of humor results from the blunders of Gus in trying to apply what he has learned from Merton. Before the final curtain, Merton has the promise from Rose that she will help him "to make this the best farm home in the western hemisphere."

Act II will be released in the October number of *School Activities*, Act III in November. There is no royalty charge to *School Activities* readers. The entire play under one cover sells for twenty-five cents—eleven copies, one each for the director and members of the cast, for \$2.50. Orders should be sent direct to *School Activities Publishing Company*, 1515 Lane Street, Topeka, Kansas.

A Building Project Can Build Character (Continued from page 20)

tion jobs and read specifications. Finally, they drew blue prints and wrote specifications for the proposed club house.

The superintendent of schools and the board of education were so impressed with the enormous amount of work that the boys had done that they gave the class \$700 to work with. The boys then proceeded to compare prices, look for scrap lumber, and finally to make purchases. They set up a bookkeeping system, checked invoices, wrote requisitions, and set up a complicated system of letting contracts to the members of their group in order that the work should proceed in an orderly method.

Finally they began to excavate and then to lay the footing for the basement. Their instructor was neither carpenter nor mason. His technical qualifications did not even entitle him to teach classes in manual training. The instructor learned, however, with the boys, but in every instance the boys took the lead.

There were all kinds of "real life" situations and obstacles that required real thought, determination, and resourcefulness, but the boys were equal to the occasion.

At the end of the second year, the boys could point with pride to a twenty-by-thirty foot building complete with basement. Moreover, it met every building code and FHA requirement. It was truly a worthwhile addition to the property of the school district.

The board of education and the public examined the building and the school auditor examined the books. The building was given extravagant praise and the auditor found the books in perfect condition. Local supply companies and others who had business contacts with the group spoke well of the boys, commending their courtesy, ability, initiative, and sense of responsibility. One of the boys won the citizenship award for the school.

To-day the building stands as a mute testimonial to the essential truth: most boys and girls are good and will become useful members of school and life society, if given the right chance.

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Girls' Drill Teams

(Continued from page 23)

With so many officers, more girls are given an opportunity to be leaders and are offered a variety of activities. Although each member works hard, she does not receive an award such as a letter, sweater, or ribbon; her service is volunteered solely for the good of her school and the value she receives from being a member.

In the beginning several difficulties had to be surmounted; these were carefully studied and eliminated. For example, there was the expense of uniforms. One of our merchants ordered a good grade of gabardine and sold it to the members wholesale. Each girl made her own uniform, under the supervision of the home economics department. Then there was the problem of transportation to out-of-town games. The school now provides a bus which transports the girls, thereby lessing the possibilities of accidents and making it easier to control the group. Then came the problem of time to practice. There was so much interest that the girls came to school an hour early and practiced before school. This kept the girls out of the halls and took care of many of the school's "early birds." Of course, an ideal situation would be for the administration to schedule a period for drill practice.

A well-organized drill team can justify its existence as it:

- (1) Promotes school spirit.
- (2) Reduces gang fights during the half.
- (3) Teaches discipline and cooperation.
- (4) Offers a real situation to learn sportsmanship, leadership, and fellowship.
- (5) Offers a social outlet for more high school students.
- (6) Presents an opportunity for girls to meet and introduce people.
- (7) Develops a feeling of supporting the school, of being loyal, and of being patriotic.
- (8) Affords an organization that students enjoy.
- (9) Makes possible good school programs, banquets, assembly programs, pep rallies, and parades.
- (10) Develops personalities and creates a fraternal feeling.
- (11) Affords opportunities for members to appear before large crowds with little or no embarrassment.
- (12) Creates inexpensive extra-curricular activity with many participating, and greatly accepted by the public as desirable showmanship.
- (13) Develops confidence in an individual.
- (14) Adds to individual, school, and community pride.
- (15) Affords valuable exercise.

- (16) Improves posture, poise, and grace.
- (17) Increases crowds at games.
- (18) Creates more interest in non-football families.
- (19) Affords opportunities for groups to make educational tours.
- (20) Keeps many girl's interest in school, as well as the girls themselves.
- (21) Increases scholarship.
- (22) Teaches rhythm and improves co-ordination.
- (23) Gives a girl something to think about besides "dates."
- (24) Does away with fashion parades at games.
- (25) Affords an excellent opportunity for guidance and counseling.

It is not necessary to abolish the so-called "troublesome" pep squad or girls' drill team—reorganize it! Drill teams are real; not only are they preparation for the future, along with the academic work in school, but also they are a preparation for the game tomorrow or tonight and are "the life" for many girls.

Pep squads and drill teams should be carefully studied and supervised. Sponsorship must be voluntary and not forced, as much depends upon the willingness of the sponsor to work. Frequently evils are permitted to creep in by the dissatisfied sponsor who is not interested in the organization. Many of the troubles arising in connection with secondary school drill teams and a great deal of the complaint directed against them could be traced to those schools in which this gangling member of the extra-curricular family has been allowed to grow unnoticed and unstudied.

The real American democratic idea is, not that every man shall be on a level with every other, but that every one shall have liberty, without hindrance, to be what God made him.—Henry Ward Beecher.

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S.O.S. Band Director

A SHIP in distress! "S. O. S." Immediately nearby ships turn off their course and go to the aid of the one in need. Unfortunately for the band director, the band, be it an accredited school activity or an extra activity, can send no S. O. S. to bring needed help. The band director must stay at the helm and find his own solution to the problem confronting him. To most bands that problem is one of support—financial and community following.

No band is a successful band, which does not have a community behind it. Every Thespian knows that he'll give a better performance to a full house than to a half empty house. So it is with the high school band member. He likes praise and applause, and, no matter how mediocre a player he is, he'll work hard to get that praise. Work—practice—will naturally produce better players and better bands. No matter how skilled the band members may be, if they receive no praise and compliments, then that band will sink into a state of lifelessness and stagnation. Once in that condition, it will take all the king's horses and all the king's men to bring that band to life again. A band must have a community following if it is to be successful.

To many bands, the lack of necessary financial assistance is a bottle neck which tends to keep band advancement and growth stagnant. For, despite the rapid growth of instrumental music in the public schools, many school boards are not able to see their way clear to provide the necessary budget needed by the band. The very nature of music makes it a monetary activity. Even the potential musician must have an instrument, at a cost of \$35.00 to \$100.00—and maybe more. True, many students will buy their own instruments, but it will never be possible for all students to do so. Moreover, the providing of instruments is not the only expenditure a band must undergo. The band, like every other activity with which it can be compared—physical education, football, basketball, and such—must have financial assistance if it is to go along the highway of band advancement.

How, then, can a band build up a community following? What must a band do to get financial support? There are many ways, tried and tested, to build up a band fund and community support. In some communities, one way is successful; in others, a different way. However, the way that has succeeded when others have failed is the Band Mothers' Club. It is said that in every town a women's club ranks with the powerful organizations of

IRVING S. JACKSON
*Director of Instrumental Music,
Hazard Public Schools, Hazard, Kentucky*

that town. A club composed of the mothers of all band members has power to provide all kinds of remedies for ailing bands. It is these women who find ways to provide uniforms, to sponsor trips, to make concerts a success, to put the festival over, and to encourage practice at home. Properly organized, a band mothers' club is even more than a money making organization; it is the best booster a band can have.

The question has often been raised as to the value of a band mothers' club as compared to a band parents' club. In one sense, this question may seem like splitting hairs. The decision, whether to organize a club of mothers or a club of mothers and fathers, will rest with that organization which can have the greatest morale and strength within itself. For example: If it is better, due to convenience and attendance, to have the club meetings in the afternoon, this factor will favor a band mothers' club. Especially will this be best if many of the fathers are members of civic organizations. For certainly these clubs will be asked to help if a band drive is put on. It must be remembered that an active club is made by the response shown by the greatest percent of its members, both in coming to meetings and in shouldering responsibility. A club which has a large membership, but has only a few members attending meetings and taking responsibilities, is not as desirable as the small club with a high per cent of response.

FIRST STEPS

A successful start may mean a successful club, and the work undertaken before the first meeting of the club will provide the nucleus, either weak or strong, of the new organization. The first step in organizing a band mothers' club is to secure a complete understanding between the superintendent of schools and the band director. After they have agreed on the fundamentals of the future organization and on the right for it to exist, then a few of the band mothers should be approached with the plan. Stimulate this group with the desire to have such a club. From this start, discussion of the club should, and will, reach other band mothers. By using such an approach, the organization has its start from without rather than a dictatorial start supervised by the school. The ad-

vantages of such a democratic beginning are obvious. From the office records, the names and addresses of the mothers may be secured, either by a representative of the school or by an unofficial committee of the mothers. Next, form letters should be sent out. These should contain a notice of the first meeting, the need for forming the club, and the general purpose of the club. Newspaper publicity, always helpful, is especially so at this time.

ORGANIZATION

The organization of a band mothers' club should be so arranged as to make it permanent. Until the club has its own officers, or a temporary chairman, the superintendent or band director should preside. When organization is complete, the elected officers should be installed. Committees, such as Ways and Means, Publicity, and Financial, should be formed. A constitution should be adopted and the desired by-laws put into effect. The methods for organizing the club, should, naturally, follow the generally recognized procedure.

MEETINGS

Experience has shown that regular meeet-

ings should not be held more than once every four weeks. Special meetings may be called if necessary. Too many meetings, with too little business, tend to limit enthusiasm. Plans to raise money should be discussed on the floor as business, rather than be turned over completely to a committee to formulate. The members will become more enthusiastic and more willing to share responsibility if they have a say in formulating plans. After a plan has been decided upon, then divide the responsibility among committees.

RESULTS

What results may be expected from a well organized band mothers' club? With the use of concessions, at ball games, cake sales, mile of dimes, buy a brick, tag day, and the many other money making plans, there is no limit on what a band mothers' club can do. Within a period of five years, a known band mothers' club, enlisting the aid of civic organizations, has seen its band equipped with several new instruments, get 40 new uniforms, take a trip to the New York World's Fair, be host to the Cumberland Valley Band Festival—and still end up out of the red! With work, there is no limit to what a band mothers' club can do!

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News Notes and Comments

September Front Cover

1. Problems of America—on the Air, by Laguna Beach Unified School, Laguna Beach, California.
2. Roman Banquet, Latin Club of Immaculata High School, Leavenworth, Kansas
3. Vodevil Cast, Central High School, Pueblo, Colorado.

Coeds at Ohio Wesleyan University recently voted the Y. W. C. A. the "most beneficial" activity on the campus. Other activities, listed in order of value, were: Singers club, athletics, Orchesis (modern dances), dramatics, and Bible.

Kansas high schools that participated in their state regional tournaments last spring received full expenses plus a bonus of five dollars.

Winners of the Ada Mohn-Landis Prize Temperance Declamation Writing Contest for 1941 are: Senior First Prize—Glenn H. Asquith, Philadelphia, Pennsylvania; Senior Second Prize—May Brown, Earlimart, California; Junior First Prize—Florence F. Busby, Salisbury, North Carolina; Junior Second Prize—Constance Buler, East Toledo, Ohio.

Rules for the 1942 contest are ready for distribution. The theme is "The Value of Total Abstinence to Life." For further information, write Landis Contest, W. C. T. U., Evanston, Illinois.

Timely School Sewing Project

An illustrated wall chart, giving step by step instructions for making broomstick skirts and peasant frocks is offered free of charge by Cloth of Gold Products, 40 Worth Street, New York City. The chart is 17x22 inches in size and includes photographs, diagrams and swatches of suggested fabrics.

Contrasts Fascist and Democratic Education

Review and contrast of education trends in Germany, Soviet Russia, Italy, and the United States during the last 20 years is presented in a publication just announced by the U.S. Office of Education.

This pamphlet, "Education Under Dictatorships and in Democracies," is based on first-hand study of Italian education by its author, Dr. James F. Abel, Chief, Division of Comparative Education, and on continuous studies

of foreign educational systems by the staff of the Division of Comparative Education.

This is one of a series of publications being issued by the U.S. Office of Education under the general title, "Education and National Defense."

Back to the Farm, a play, the first act of which is being released in this number of *School Activities*, is especially recommended as a generator of sentiment for rural education.

An Open Conference on School Libraries will be held at the Phillips Academy, Andover, Mass., on Friday and Saturday, October 10th and 11th, 1941. The general theme of the Open Conference will be: "The School Library as a Background for College Experience."

"Lest We Forget—Our Constitution"

This new series of 26 recorded programs, each of fifteen minutes duration, on the Constitution of the United States is available for all radio stations September first. Schools may arrange with local stations to have these broadcast at a time convenient for class or assembly room use.

The programs present in dramatized form the backgrounds of the Constitution, the compromises which were necessary before adoption was possible, the Bill of Rights and other amendments as well as some typical Supreme Court cases interpreting this basic law of the land.

The series emphasizes the fundamentals of democratic government and the liberties enjoyed by the free people of the United States. The use of this program material constitutes a "must" for those schools that wish to train enlightened citizens of this republic in a day when forces of destruction are at work both without and within the body politic. These programs are furnished to the stations and schools without charge by application to The Institute of Oral and Visual Education, Radio Division, 101 Park Avenue, New York City.

War of Nerves

New York of late has been serving as a battleground for a tragic-comic feud between the state high school athletic association and New York City's powerful Public Athletic League.

The P.S.A.L., which controls the athletic

fortunes of over 80 secondary schools, would obey the spirit rather than the letter of certain state restrictions, but the state group remains adamant. They've drafted a code for a safe and sane interscholastic athletic program and they're sticking by their guns—maybe a little too closely. As a result there exists between parent group and scion a beautiful misunderstanding.

After several skirmishes during the past two years, the two groups really came to pistol points last month; when, for divers reasons, the state group barred the city high schools from participating in the University of Pennsylvania Relays.

Fed fuel by the local newspapers, the controversy became a cause celebre. In Albany, the state capital, Senator Seymour Halpern whipped up a bill which would have taken the control of interscholastic sports out of the hands of the big, bad state group and turned it over to the local boards.

In presenting his bill to the State Senate, Senator Halpern floored every good physical educator in the house with the amazing statement that the present policy of the state group—which could be any state association policy, since the New York body is a representative group—will result eventually in wiping out completely all varsity competition."

Among the corrosive agents of the state policy, he mentioned the limitation of the football season to seven games, the prohibition of post season and intersectional games, and other universally-accepted restrictions. An out-of-state athletic administrator, wandering into the house, would probably have had a tough time telling whether Senator Halpern was fighting or defending state autonomy. In any light, despite the Senator's fiery polemics, the bill was defeated.—*Scholastic Coach*.

Forest Theatre at North Carolina University

The reconstruction of the Forest Theatre, the University of North Carolina's amphitheatre, by the Work Projects Administration, made the celebration of the theatre's 23rd birthday this summer the highlight of the season. The WPA provided \$20,000 for the work.

Philadelphia Schools Move To Install Music Machines

Last spring students at Germantown High School circulated a petition to have the school authorities install a music machine in the lunchroom. The Board of Education was reported "receptive to the idea."

American Education Week 1941

"EDUCATION FOR A STRONG AMERICA" is the highly appropriate theme of the twenty-first annual observance of American Education Week, November 9-15, 1941. The daily topics are:

| | |
|-------------------------|--------------------------------|
| Sunday, November 9— | Seeking World Order |
| Monday, November 10— | Building Physical Fitness |
| Tuesday, November 11— | Strengthening National Morale |
| Wednesday, November 12— | Improving Economic Wellbeing |
| Thursday, November 13— | Safeguarding School Support |
| Friday, November 14— | Learning the Ways of Democracy |
| Saturday, November 15— | Enriching Family Life |

If the schools are to be safeguarded in a period when taxes and the cost of living are skyrocketing, it is vitally important that every opportunity to interpret the work of the schools be utilized. This hour in our national life is critical. Effective democratic education is imperative if we are to meet the issues of our time as a free nation. This message must be taken to all the people for consideration and action.

One of our best opportunities to seek public understanding and appreciation of the schools and the place of education in our nation is during American Education Week. The National Education Association has prepared materials to assist you in planning to make the observance successful in your individual school, and your own classroom.

Special packets are available for the following school levels: kindergarten-primary grades, elementary (grades 4, 5, 6) junior high school, and high school. Each packet contains a classroom supply of posters, leaflets, and stickers, a special 32-page manual for the proper school level, a folder for the Sunday observance, and other materials.

New features also available this year include (1) a two-color button to be worn home by pupils carrying the slogan "Visit Your Schools American Education Week," (2) two musical plays—one for high school use and one for elementary school use—both written especially for the occasion by Jean Byers, author of the noted production "On Our Way" prepared for the Educational Policies Commission, (3) a 1½ minute 35mm sound movie trailer for use in commercial theaters just before and during American Education Week featuring Lowell Thomas and entitled "Education for a Strong America."

Address the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., for complete information and prices.

Questions from the Floor

BY THE EDITOR

- How valuable is the interchange of school newspapers with a large group of schools?—Robert L. Rasche, Gray Ridge, Missouri.

That depends. The usual procedure is for the staff of the local paper to take these exchanges, clip, copy, re-write, and in other ways reflect material in them. Obviously, such use of exchanges is helpful. Too, many a school paper has been improved by the incorporation of ideas obtained from these exchanges. However, usually the average teacher and student see only what little is thus reflected.

We believe that the school at large, as well as the staff, should have access to these exchanges—through the school library. In this way club officers, managers, directors, committees, and even members of organizations can find ideas, programs, events, activities, etc., which would help to improve their own programs and schedules. Some schools now make such use of exchanges—but far too few.

We should say that such a broadened use of exchanges would be very, very, valuable.

- Would you suggest having highly organized home room meetings in the fourth grade of the elementary school?—Mildred Heinsberg, McKees Rocks, Pennsylvania.

No. In fact, we should not favor "highly organized" home room meetings, as a general rule, in any grade. A meeting is a meeting and of course some formality is necessary; and the home room is a very suitable setting in which pupils can be taught the general basic principles and procedures of orderly group meetings. However, much continued formality will devitalize the home room and its program.

Similarly with materials. Some definite organization is desirable in order that there be a complete, well-balanced, and non-duplicative program throughout the years. However, here again, if the material is so organized, provided, and handled that the result is merely a formal class under a more intriguing designation, the spirit of the "home" room idea will disappear.

- I should like a tentative program of extra-curricular activities for a high school of 200.—R. F. Morgan, Huddleston, Virginia.

The question implied in this statement is

asked us many times each year. And we always answer it by not suggesting the tentative program requested. Schools of even the same size vary widely in curriculum, organization, administration, background, students, traditions, community influences, buildings, equipment, teachers, etc., and hence no program—even a tentative one—can be suggested.

The proper thing is for the school itself to develop a tentative program. The way to begin this is first to make a survey of the students' interests and abilities. A rather complete check list of activities will help to suggest possibilities.

True, not all activities selected can be scheduled. Even those most commonly desired may, for various reasons, be inadvisable. However, student interest is basic to any program. And, of course, this interest can and should be broadened and deepened through the medium of the program.

A similar survey, perhaps a bit more informal, should also be made of the interest, abilities, and experience of the teachers.

In short, a survey of the interests of students and teachers is the starting point of any program.

Further, all extra-curricular programs should be considered tentative, otherwise there is no adaptive progress. One of the weaknesses of the program in many schools is due to the fact that activities have become so traditional that they, not student interests, abilities, and capacities, determine the schedule.

- In the club program of a small high school how can the interests of all the pupils be met?—Margaret Curd, Browder, Kentucky.

They can't be, in either a small or a large high school. Yes, we have heard of, read about, and visited schools which claimed to enroll 100 per cent of their students in school clubs. However, 100 per cent enrollment does not, by any manner of means, prove 100 per cent interest. Some of these schools obtain their 100 per cent score by requiring all students to join clubs—which is basically wrong and detrimental; others get it by allowing those who do not select available clubs to read, listen, or study, and designate these groups "clubs." This second plan is probably justifiable, but the resulting un-

organized and unprogrammed groups hardly represent school clubs in the real sense.

Your opinion is as good as ours, but we should guess that if some two-thirds, or more, of the students are members of clubs, the school's club program is functioning very successfully.

● *Is the last period of the day an appropriate time for intramural athletics?*—Asked repeatedly by our readers.

We should say that *any* period of the day, yes, even the first, is preferable to the last. Intramurals should represent relaxation, and such relaxation some time about the middle of the day makes a helpful diversion of attention and efforts.

Too, scheduling activities of almost any type for the last period always brings a flood of requests for excusings, and for all sorts of reasons, the commonest of which is "That doesn't amount to much anyway, and so I can be excused without missing much."

Many of the smaller schools schedule intramurals for the noon period, but do not require students to participate in them. The third period in the morning and the second period after lunch are the two regularly scheduled periods most commonly used for intramural activities.

● *Does the activity period in our schools meet the problem of Democracy?*—Robert W. Coughlin, Nunda, New York.

If the "problem of Democracy" means training young folks to become good citizens, we'd guess that a well conceived and well conducted activity meets it more successfully than does a formal class re-citation.

The average re-citation is about the most artificial setting in the world—one which certainly does not provide many opportunities for the development of such qualities as co-operation, initiative, sympathy, tolerance, loyalty, etc., all of which are essentials of successful democratic citizenship.

It is interesting to note that the more modern and progressive of teaching methods deliberately imitate much that is to be found in the average activity setting. This evidences educators' favorable evaluation of the activity idea.

● *In budgeting the school finances, what is done at the end of the year if for some reason the different activities have not made or raised as much money as they have spent?*—Elsie Fagua, Anderson, Alabama.

Here is another question which, judging

by the frequency with which it is raised, deserves a rather frequent repetition of our answer.

In brief, all monies from activities should go into one general treasury where they lose their identity, and from which funds are allocated by the central body—council, finance committee, etc., on the basis of actual need, *never* on the basis of source. The council, after a careful study of the applications of the various activities, prepares, adopts, and follows a reasonable budget. Naturally, any money remaining in the treasury at the end of the year is carried over to the following year.

Allowing each activity to arise, handle and expend money in any way it chooses, represents the most unjustifiable "method" of extra-curricular "planning."

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Parliamentary Procedure

MOST IMPORTANT MOTIONS AND HOW TO CONSIDER THEM

| Motions | Motion maker must be recognized | Requires a second | May Apply to the following motion | Debatable | May interrupt a member who has the floor | Motions that may apply to it | Vote required | May be renewed |
|-----------------------------------|---------------------------------|-------------------|--|---------------------|--|--|---------------------------|------------------------------|
| To take from table | Yes | Yes | Main question appeals, questions of privilege, reconsideration | No | No | None | Majority | After progress |
| Limit debate | Yes | Yes | Any debatable motion | No | No | Reconsider | $\frac{2}{3}$ | After progress |
| Main question or motion | Yes | Yes | No other motion | Yes | No | All | Majority | Not at the same session |
| To amend | Yes | Yes | Limit debate postpone definitely. Fix time of next meeting | Yes | No | Amend. Reconsider. Limit or close debate | Majority | No |
| Question of personal Privilege | No | No | None | No | Yes, if Necessary | None | $\frac{2}{3}$ | After progress |
| To suspend rule | Yes | Yes | Any motion where needed | No | No | None | $\frac{2}{3}$ | No. Can be unanimous consent |
| To create special orders | Yes | Yes | Main motion | Yes | No | All | $\frac{2}{3}$ | After progress |
| To withdraw or renew a motion | Yes | No | Any motion | No | No | Reconsidered | Majority | After progress |
| To refer or to recommit | Yes | Yes | Main motion Question of privilege | Yes | No | Amend, reconsider, limit or close debate | Majority | After progress |
| To reconsider | No | Yes | Any motion except adjourned, suspended rules. Lay on table. | Yes | Yes for entry | Limit or close debate. Lay on table. Postpone indefinitely | Majority | No |
| To rescind or repeal | Yes | Yes | Main motion appeals, question of privilege | Yes | No | All | Majority | Not at the same session |
| To postpone definitely | Yes | Yes | Main motion, question of privilege | Yes | No | Limit or close debate. To reconsider ("AY" vote only) | Majority | No |
| To postpone to certain date | Yes | Yes | Main motion question of privilege, reconsider | Yes | No | Amend, reconsider, limit or close debate | Majority | After progress |
| To lay on table | Yes | Yes | Main question, appeals, question of privilege, reconsider | No | No | None | Majority | After progress |
| Previous question or close debate | Yes | Yes | Any debatable motion | No | No | To reconsider | $\frac{2}{3}$ | After progress |
| Rise to point of order | No | No | Any motion or act. | No | Yes | None | None | No |
| Nominations | Yes | No | Motion to close nominations. Motion for unanimous ballot | No | No | To close nominations | | Not at the same session |
| Objection to consideration | No | No | Main question, question of privilege | No | Yes | Reconsideration | $\frac{2}{3}$ in negative | No |
| Motion to Ballot | No | Yes | Any motion | No | Yes | Motions to nominate, motion for roll call | Majority | No |
| Motion to Appeal | No | Yes | Any decision by chair | No | Yes | Lay on the table, close debate, reconsider | Majority | No |
| Fixing time of next meeting | Yes | Yes | None | Not when privileged | No | Amend, reconsider | Majority | Not at the same session |
| Motion to adjourn or recess | Yes | Yes | None | Not when privileged | No | None | Majority | After progress |

Reprint: Michigan Education Association Journal

How We Do It

C. E. ERICKSON, *Department Editor*

Spencer's Civic Home Rooms

DOROTHY M. BERNIER, *Herbert Spencer School*
Chicago, Illinois

Safety and Americanization are the chief objectives stressed in the organization of the home rooms at the Herbert Spencer School. Because of the nature of these motives the home rooms are called "civic clubs" or "civic organizations." Any additional educational purpose is left to the discretion of the individual teachers or sponsors.

At the beginning of each semester a mayor, vice mayor, and secretary are elected by the students of grades five to eight inclusive. Each of these rooms then elects two aldermen to work with these officers at the council meetings. One of the room aldermen is assigned a lower grade room, to which he reports all business from the council, and the other one must see that his home room receives this information.

The council meetings are held every Tuesday afternoon for twenty minutes, the principal acting as faculty advisor. At its close, the aldermen report all settled council questions to their designated rooms. During the home room meetings, which are held immediately after the council meeting, the pupils vote on the council news and then discuss their individual problems. If an inquiry which concerns the entire school arises, it is presented by the room alderman at the next council meeting. The student council settles such problems as Thanksgiving sales, snowballing, cleanup campaigns, safety hazards, library books, and school newspaper sales.

All meetings are conducted according to parliamentary law. If dues are paid, the room members elect a treasurer and decide the amount and what use will be made of the money. All clubs collecting dues are advised by the council to donate at least two library books to the school library collection. The managing of the home room meetings and the standard to be followed by his or her room in the correlating of the civic motives with everyday problems are left to the judgment of the teacher. Once a month a definite safety lesson and quiz is presented at the room meetings. If time allows, various activities such as dramatizations, hobby clubs, and the making of room decorations are practiced.

At least four assembly programs are planned and conducted by the members of the student council each year. The first two are well organized rallies held just before each

election. Here all candidates are introduced and given a chance to render a campaign speech stressing the objectives to be emphasized while they are in office. At the spring cleanup program the arrangements for the scrap book are made, and various committees are appointed to supervise this work. Lastly, a huge music festival, in which each home room presents a unit depicting one type of American songs, culminates the year's work on Americanization.

This method of handling home room meetings, though in its infancy with us, has been very successful. Boys and girls have taken a keen interest in the art of governing themselves properly—an interest which is certain to make them useful and worthwhile American citizens.

Music Education for American Life

NAOMI SELVIDGE, *Clayton High School*
Clayton, Missouri

Through a well organized music schedule in the Clayton schools each student is brought into contact with music, including creative music, music appreciation, and recreational music. We know that the music a person hears and becomes familiar with early in life will largely determine the kind of music he will enjoy playing and listening to. With that thought to guide us, we plan our music program on a professional as well as recreational basis.

Our plan consists of a daily schedule for public school music in the first eight grades, junior chorus, girls glee club, and our all-school band. An octet, quartet, and trio have been selected from the girls glee club. From the band instrumental solos, duets, and quartets are selected for various occasions.

We are especially proud of our all-school band consisting of forty members. The boys and girls receive a great deal of pleasure from their participation in band work and stimulation toward a desire to continue their work in music.

A large portion of our weekly assembly is made up of music, a pupil-teacher integrated program for our school. This plan of a musical program will not only increase the desire for listening to good music, but also develop a response from within the student for music. The satisfaction received by our students from such a program influences emotional growth as well as intellectual growth.

Since it is necessary for music to be a part

of community life, we teach songs related to the interests of the children, teach appreciation for participation as a performer or listener, develop individual growth, integrate music with other school subjects, relate music with other school subjects, and relate music in the school with home and community.

We hope to realize our goal in that pupils taught in our school will find pleasure in listening and participating in music activities and will grow to feel that music is really a vital part of life.

Our Activity in Economics

RICHARD M. DEMLOW, *Sandusky High School, Sandusky, Michigan*

During the past year I had the opportunity of working with a fine group of high school seniors in a class in Economics. In the course of study we came upon the subject of the stock market. There seemed to be more interest than usual in this particular unit. Why? I do not know, unless it could have been some of the catching terms such as the "bulls" and the "bears." At any rate, a lot of questions were asked, and a number of heated arguments arose. Finally the arguments boiled down to the question of whether or not it is wise to gamble on the stock market. Some of the pupils seemed to have the idea that it would be a simple way of getting rich, others were skeptical.

The students decided the only way to settle the question was for us to actually carry out an experiment. We divided the class into three equal parts. One third bought outright, a second third operated as "bulls" and the other third as "bears." Each pupil picked the company whose stock he wished to buy, and each kept a graph of his particular stock. One of the students inquired at the local bank for the average cost of brokerage fees. Each followed his stock very closely in the daily paper, and if at any time his particular stock rose or fell sharply he would try to explain the reason for this by keeping close tab on the financial page of the paper.

At a time previously decided upon, all of the students closed up their transactions. They subtracted brokerage fees and interest on their investments. Then came the big task of tabulating and interpreting the results. Much to their surprise, they found that approximately ninety percent of the class lost money on their ventures.

Their text books had warned them that less than ten percent of the people speculating on the stock market made a profit. But this experience was far more impressive than was merely reading the text.

Perhaps the experiences were so vital that it will tend to make those people more cau-

tious economically. They discovered that speculation is something in which only those who can afford it and who are experienced in its ways should engage. I feel that this activity accomplished its purpose, too, in that a new and added interest in the newspaper, cooperation in the class room, student responsibility, and one hundred percent participation were all realized.

Pupil Initiative in Seventh Grade Art

DONALD FRENCH, *Student at Northwestern University, Evanston, Illinois*

The fact that art is essentially an activity of and for individual creativeness gives it added importance in the modern concept of education. Art classes of a necessity have always been conducted on a more democratic basis, allowing for a greater degree of pupil freedom and initiative than the so-called classical subjects.

This class in seventh grade art was in the second week of developing basic techniques of clay modeling when a famous marionette show was presented in assembly, immediately preceding art class.

It was a very humorous and entertaining program. At the conclusion of the show the artists brought the marionettes, with all the operating paraphernalia, out to the front of the stage and explained in some detail how marionettes were constructed and operated.

Five minutes later, bedlam broke out in class, as everyone wanted to make marionettes. It was explained that such an undertaking was a little more difficult than it might appear. The steps and procedure of constructing good marionettes were related to the students, and also the fact that patience and practice were required to learn how to operate them. The enthusiasm dampened very little—they were still anxious to go ahead with the project.

The next week was given to finishing up projects already undertaken and also to studying the various books and magazines on marionettes, brought in from the library each day.

The pupils believed the work would be more interesting if they had some common aim and purpose to their work, rather than each student just starting out and blindly evolving with a marionette. They decided upon definite characters which might be used in a minstrel show. There were fourteen members in the class and they experienced a little difficulty in defining definite characters for each one to work on; but with the addition of a dog, two mules and a stage setting, each student found himself with a particular job to perform.

The greatest difficulty was encountered in trying to develop in the clay busts, the facial

features that the students had in mind. But after they were finally satisfied, the molding of the papier-mache heads over the clay, the drying, cutting, removing, stuffing, mounting, and painting went along rather rapidly. The students were surprised at how well the heads looked after complexion had been painted on and colored cotton glued in place for hair. The bodies, legs, and arms were formed by whittled sticks, with tape between to allow for bending at the joints. The feet were loaded with ordinary fish line sinkers to give them weight.

The girls did their cutting and sewing of costumes in their sewing classes, but the boys overcame this handicap by doing their cutting and gluing of costumes in class.

After the figures were finished, complete with costumes, the strings were attached to the proper places and in turn, to the manipulating crosspieces. Then the students were ready to practice operating their little actors on the miniature stage, which had been constructed. They didn't limit their practicing to the stage, but continued much of it on the sidewalks and in the halls between classes.

The project took up the last month of the semester, but apparently it was time well spent, because it offered the pupils an opportunity to create something material, which could be operated with their own hands.

More About... "SINGING AMERICA"

In the February issue of *School Activities* we told you of a new song book, *Singing America*, containing 120 songs from all the Americas. (\$.25).

In addition to this vocal edition, there is now available an Accompaniment Book containing not only the melodies, choral parts and words, and piano accompaniments for all of the songs, but, in addition, new accompaniments for a number of old favorites. Price \$1.50.

There are also available four records on one of which there are five songs; on the other three, six. These records may be secured for 50 cents apiece. An album containing all four records and a leaflet of explanatory notes may be secured for \$2.50, plus postage.

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Something to Do

The purpose of this department is to make available some definite suggestions for "activities" of the school. Our readers are invited to send in, and thereby share with other school people, such ideas as they have found effective and practical in their activity programs. All items for this department must be fewer than 500 words in length.

—The Editor.

STAGE A HUMOROUS DEBATE BASED UPON A MOTHER GOOSE RIME

LUCILE CRITES, Teacher, Spokane, Washington

liven up your program for club, home room, or assembly with a debate on some such question as, Resolved: that Jack Sprat and his wife were well mated, or Resolved: that Jack Sprat and his wife were desirable citizens. Schedule both affirmative and negative speakers, give them time and opportunity to organize their material and plan their speeches, and otherwise follow the procedure of a serious debate.

Other Mother Goose Rimes may be used similarly. Little Bo Peep, Jack and Jill, Old Mother Hubbard, Tom, Tom, the Piper's Son, Mistress Mary Quite Contrary, Little Jack Horner, Georgie Porgie, Little Miss Muffet, and all the rest offer bases for humorous debates.

DEMONSTRATE STUDENT COUNCIL MEETING

S. D. HOEPER, High School Principal, Savannah, Missouri

Hold the meeting of the student council on the auditorium stage in assembly. Make the meeting brief and a repetition of typical business recently transacted. Let it illustrate where many of the problems of the school should originate and how they should be dealt with. Let it show, too, how problems that have arisen in various home rooms may be solved, and the solution relayed back after the student council has acted upon them. Extend a special invitation to key persons of the community thus to see the student council in action. This assembly will help the school inside and out. The faculty, the student council, and the public will profit—an unusual achievement for one assembly.

PUBLISH A HISTORY OF YOUR SCHOOL

RAY E. CERNEY, Teacher, Salina, Kansas

Prepare for publication in newspaper or booklet the story of your school's origin and development. Search out old school records and interview "old-timers" in your school community. Make this a journalism project that will employ any desired number of workers on a history of any desired length. Begin preparation of the manuscript well in advance of the time set for its release. Check and recheck the information used. Avoid unnecessary statistics. Make it a series of human interest stories.

Such a history, if well done, will get space as a serial in the city newspaper. It will get favorable attention for the school. It will make an effective incentive for journalistic effort.

ENTERTAIN WITH TRAVELOGUES

MARTHA B. WISWALL, High School Teacher, Aiken, South Carolina

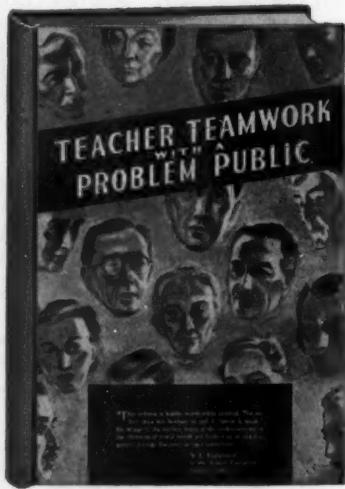
Schedule a series of travel talks by students, and perhaps teachers, who have taken trips recently. See to it that the talks are carefully prepared and rehearsed. Feature reports on specific happenings with human interest value. Give speakers several assignments, rather than allow them to cover too much in a general way. Ask those who plan trips to take notes and make observations, so that they can tell interesting stories when they return.

CALL IN ADVANCE FOR SELECTIONS FOR GROUP SINGING

IRA V. ENNEC, Teacher, Lincoln, Nebraska

In group singing, instead of using selections decided upon by the director or of calling upon anyone who cares to speak up, ask for suggestions in advance. Slips of paper may be passed out by a committee and hurriedly acted upon, or selections may be called for by number at the beginning of the period, with the understanding that as many will be sung as time will permit. Requests may even be made several days ahead, although much of the enthusiasm in group singing depends upon the spirit of the day, a thing which can not be anticipated long in advance.

Here Are Two Books That Every Educator Needs!



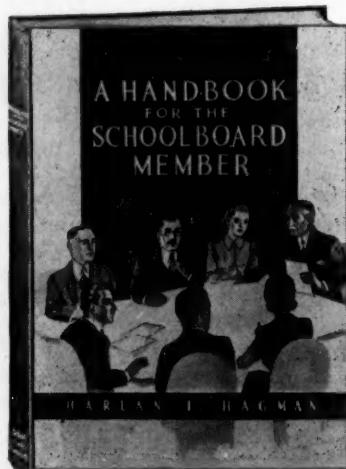
C. R. VAN NICE's book provides a highly helpful short cut for the teacher to the solution of problems that ordinarily are left to be learned by long years of experience.

Recognized as an Educator, Editor, Author and lecturer in the fields of School Interpretation and Public Relations, Mr. Van Nice's experience is varied and wide.

Since 1929 he has been Managing Editor of School Activities Magazine.

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New Helps

- ART IN SECONDARY EDUCATION, by Leon Loyal Winslow. Published by McGraw-Hill, 1941. 396 pages.

The author of this book presents an integrative design for art education which stresses personality development through democratic procedures that make definite provision for both civic and esthetic growth of boys and girls. This book deals with experience as art, and the program presented acquaints the student with the meaning of art and with the forms it takes to meet human needs. It shows the part played by art in the lives of people, in their homes and community, in factories, stores, churches, theaters, and parks. It makes art meaningful in the lives of students, meaningful in terms of what they see in the life about them.

- THE AMERICAN CANON, by Daniel L. Marsh. Published by Abingdon-Cokesbury Press, 1939. 126 pages.

Here is Americanism preached in an uncommon manner. The author, president of Boston University, has used the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, Washington's Farewell Address, the Star Spangled Banner, Lincoln's Second Inaugural Address, and Woodrow Wilson's "Road Away from Revolution" as bases for a revelation of the spirit of America. The book is highly satisfying to the reader who appreciates a clear presentation of what our nation really stands for.

- BAIT CASTING, by Gilmer G. Robinson. Published by A. S. Barnes & Company, 1941. 66 pages.

This is one of the books of the Barnes Dol lar Sports Library. Fishing clubs need just such a book as this for guidance on the subjects listed in the book's index—Fundamentals of Casting, Beginner's Equipment, Tips on Fishing, Bait, Fresh Water Game Fish, and the Sport of Bait Casting. This book is well written, easy to read, and well illustrated.

- NATURE GAMES BOOK, by Elmo Stevenson. Published by Greenberg: Publisher, 1941. 208 pages.

This is said to be the first book published dealing entirely with nature study games. It provides teachers, camp counselors, nature guides, and other leaders in recreation with means for teaching nature through play. The games teach of animals, birds, trees, flowers, leaves, plants, and stars. They are classified by age groups and by occasion or

place. Those people who deal with youngsters up to the teen age will find this book immensely helpful in the promotion of nature interest and study.

- THE ADMINISTRATION OF THE MODERN SECONDARY SCHOOL, by J. B. Edmonson, Joseph Roemer, and Francis L. Bacon. Published by the Macmillan Company, 1941. 659 pages.

This is a complete textbook on secondary school administration. Its six major divisions consist of: (1) The Changing Secondary School, (2) Organization and Management of Secondary Schools, (3) Administration and Guidance of Pupil Personnel, (4) Providing for the Improvement of Instruction, (5) Problems of School Relationships, (6) Practices in Small and Large Secondary Schools, and (7) Trends in Secondary Education. This is an excellent revision of its fore-runner. *Secondary School Administration*.

- THE FOLK DANCE IN EDUCATION, by Emil Rath. Published by Burgess Publishing Company, 1939. 50 pages.

This is a monograph written for teachers and students in education. It includes instructions for folk dances and song accompaniments for some of them. Physical education departments of a school will find this book helpful in stimulating interest in the folk dance and in making it possible for students to act upon that interest. High school students will enjoy this book.

- EDUCATION FOR FAMILY LIFE, by the Commission on Education for Family Life of the National Education Association. Published by the American Association of School Administrators, 1941. 368 pages.

The nine members of the Commission have made available to other educators a wealth of thought materials for school use in improving American home life. This book is one that teachers and parents might profitably read together, although it is directed primarily to teachers. It is a book that is indicated for reading by everyone in a position to improve school-home relationships and to build into boys and girls attitudes that will improve the home as a basic unit of our social structure.



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Comedy Cues

CLASS CONSCIOUS

Jim: 'I see by the paper that nine professors and one student were killed in a wreck.'

Charlie: "Poor chap."—*Journal of Education*.

Mother—I want Albert to have a thoroughly modern education, including Latin."

Teacher—"You know, of course, Latin is a dead language."

Mother—"Oh, yes, but Albert plans to be an undertaker."—*Teachers Digest*.

NOTE THIS

There was an old girl of Genoa,
I blush when I think what Iowa.

She's gone now to rest,
Which I think's for the best.

Otherwise I would borrow Samoa.

—*Texas Outlook*

THE RIGHT PARTY

The grocer was regretful as he turned down the young applicant. "Sorry, son, we can't use much help right now."

"Oh, that's all right. I wouldn't be much help."

The class was looking at a globe of the world, noting the peculiar shapes of the various countries. Finally the teacher asked, "Now what shape is the world?"

"It's in terrible shape," the bright student spoke up.—*Teachers Digest*.

TWO IN THE DARK

"Dear Clara," wrote the young man, "pardon me, but I'm getting so forgetful. I pro-



posed to you last night, but really forgot whether you said 'yes' or 'no.'"

"Dear Will," she replied by note, "so glad to hear from you. I knew that I said 'no' to somebody last night but had forgotten who it was."—*Journal of Education*

ON BEING BEHIND WITH ONE'S READING

Junior bit the meter man.

Junior kicked the cook.

Junior's antisocial now
(According to the book).

Junior smashed the clock and lamp
Junior hacked the tree.

(Destructive trends are treated
In Chapters II and III.)

Junior threw his milk at mom.

Junior screamed for more.
(Notes on self-assertiveness
Are found in Chapter IV.)

Junior tossed his shoes and socks
Out into the rain,
(Negation, that, and normal—
Disregard the stain.)

Junior set dad's shirt afire.

Salted grandpop's wine.

"That's to gain attention.
(See page eighty-nine.)

Grandpop seized a slipper and
Yanked Junior 'cross his knee.
(Grandpop hasn't read a book
Since 1893.)

—*Lucretia Penny*,

Bulletin, Milwaukee Teachers Association.

Index to Advertisers:

| | |
|---|-----------|
| Abingdon-Cokesbury Press | 4th cover |
| Delong Subscription Agency | 33 |
| DeMoulin Bros. & Co. | 34 & 37 |
| Gennett Records | 40 |
| W. Wilbur Hatfield | 36 |
| Inor Publishing Co. | 2nd cover |
| Richard M. Johnson Company | 48 |
| McGregor Agency | 44 |
| Grace Evelyn Mills | 34 |
| National Academic Cap & Gown Co. | 48 |
| National Recreation Association | 44 |
| Progressive Teacher | 3rd cover |
| School Activities Publishing Co. | 46 |
| Bertram Willoughby Pictures Corporation | 40 |